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LIBRARY JOURNAL

TWICE-A-MONTH

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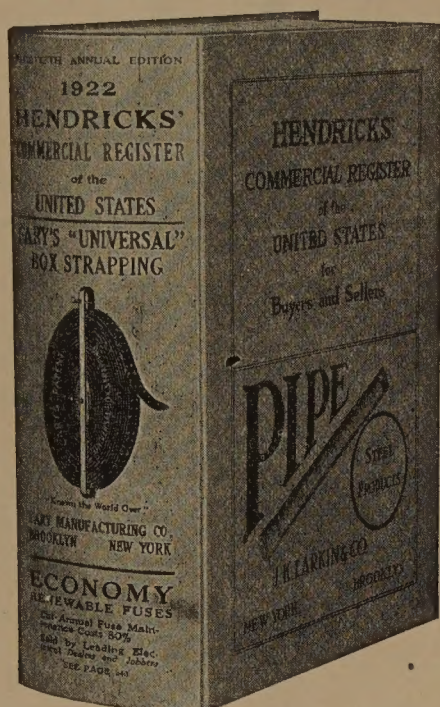
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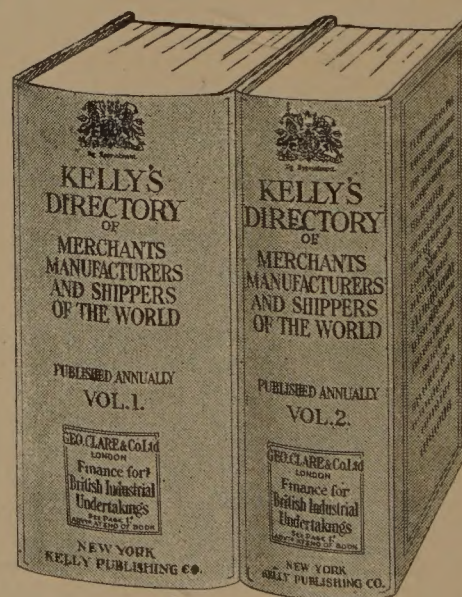
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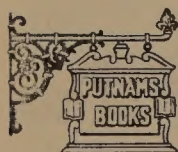
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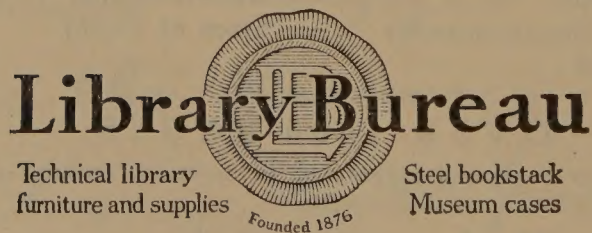
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THE LIBRARY JOURNAL

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FEBRUARY 15, 1922



School and Library Co-operation, as Exemplified in Minnesota

By J. M. McCONNELL
Commissioner of Education for Minnesota.

MY address will be concerned with a simple statement of what we believe, what we have done and what we aim to do in library administration in Minnesota. It is not intended to be argumentative in any matter whatsoever.

It is the conception in Minnesota that since the school and the library are dual agencies by which public education is to be accomplished, it makes for efficiency and economy that they should work together. The fact is recognized that the job of education is not finished with educating the children, but that it must extend into the lives of adults after their regular school training has been completed, or that it must reach those whose early training may have been lacking. It is clear in the minds of those who direct the policies of both that the school and the library have so largely a common purpose that each is continually dependent on the other, and that therefore they can best operate under the same general direction. This does not presume that either will control the other.

Accordingly, in 1919, in creating a State Board of Education and providing for a reorganization of the educational system, the legislature placed library administration, so far as it is a state function, under the direction of this board. The State Board of Education consists of five members appointed by the Governor for terms of five years. The law provides that they should be representative citizens of the state, but fixes no other qualifications. There is no ex-officio membership. The board elects the Commissioner of Education for a term of six years, who is its secretary and executive. Thus it may be noted that educational administration is well removed from the political arena.

The board is in full charge of the State Department of Education, in which the administration of libraries, formerly carried on by the State Library Commission is placed.

The Library Division is one of the seven divisions into which the Department of Educa-

tion has been organized by the State Board. It is headed by its own director, who was for many years secretary of the State Library Commission, and functions in the organization just as do the other divisions, such as the Rural and High School Divisions. Its employees are elected by the board on the nomination of the commissioner, always with the recommendation of the library director. It shares in the budget and receives the same encouragement and support thru the educational policy of the Department as does all the rest of the educational system. Those who are in charge of the Library Division attend the meetings of the State Board of Education, sit in the conferences of the Department, share in determining the educational policy of the state, and are in every way full communicants.

In Minnesota, the University and Teachers Colleges are administered under separate boards related to the State Board thru the Commissioner of Education, who is an ex-officio member of the Board of University Regents and the State Teachers College Board. Hence, this discussion does not include these institutions, except that it presumes the same obligations on them to train librarians as to train teachers. This responsibility they have not yet been able to meet, but it is part of our educational policy eventually to meet it.

The library field in Minnesota, like Ancient Gaul of tender memory to the classical student, is divided into three parts. They are the public library, the traveling library, and the school library. The first two were inherited by the Department of Education from the estate of the Library Commission. The school library has always been under the administration of the Department of Education.

The Constitution of Minnesota makes it an obligation of the state to maintain a general and uniform system of schools and requires the legislature by taxation or otherwise to provide for their support in every part of the state. Based on this constitutional foundation, a school

*Address made at the meeting of the League of Library Commissions at Chicago, December 30, 1921.

system has been built up with liberal and purposeful state support and competent state direction. No similar constitutional provision lays a foundation for libraries. The public library therefore is mainly a municipal institution, created thru local initiative, supported by local taxation, and maintained according to the standards set by the community itself. Many library buildings have been secured thru the munificence of that fairy godfather of public libraries, Andrew Carnegie.

The public library in Minnesota is administered in any village or city where it may have been established under a library board appointed by the mayor. The law permits county commissioners to establish a county library at the county seat or elsewhere in the county, to levy a tax for its support, and to appoint a library board for its administration. Should a city library, or more than one, exist in the county, then the commissioners are to contract with one or more of them, contributing the tax levied in the county for support, and thus securing library service for the entire county. This may include an arrangement for county traveling libraries.

It is the duty of the State Library Division to give advice and assistance in the formation of new libraries and in the operation of those already organized and to keep statistics relative to public libraries. The state, however, furnishes no funds and exercises no mandatory powers.

The State Library Division is authorized to purchase books to be used as a state circulating library available under rules prescribed by the division to every community in the state. It will be noted that the traveling library is maintained entirely at state expense and under state direction. It renders large service as a reference library and is of special value to communities which have no public libraries.

The school library which has been maintained under the Department of Education since its inception has been stimulated and built up by means of that policy of purposeful state support which is so large a factor in Minnesota's educational system. It has not, however, until recently had the same degree of state direction that has been applied to other phases of education.

By the terms of this policy, as applied to school libraries, the state contributes to every school district which maintains a school library, complying with standards set by the State Department, a certain amount for the purchase of books, provided the district pays at least an equivalent sum. Books to the value of double the state's contribution must be selected from

the list which is prepared by the State Department. While the sum paid per building, altho doubled by the last legislature, is not large, and while the establishment of libraries by schools is not mandatory, the effect has been to put a library into probably every school, large and small, in the state.

Two features of the law seek to co-ordinate library effort, especially in small communities. In villages of less than two thousand inhabitants, when no tax is levied for public libraries, the school board may maintain a public library for use of all residents and provide rooms for the same in the school building. The tendency in small communities is toward making the school building a community center, providing auditorium and gymnasium, whether the library is included in it or not. Again, in any community, regardless of size, the school board may contract with the board of any approved county, city or village library, to become a branch of such public library and to receive books suited to the needs of its pupils and the citizens of the community.

In case of such an arrangement, the state aid for the school library is paid to the library board, with the stipulation that it must be spent for books selected from the state library list for schools; and a librarian must be employed, who meets the standards set by the State Department for school librarians. Such librarians may be jointly employed by the school and library boards, and divide their time between the two lines of service.

It will be noted that while the state administration of libraries is vested in the Department of Education, the local administration, except when the school board establishes a public library, remains in a library board. There is no disposition so far as I am aware, to merge the local library and school administration.

I have thus indicated the basis on which the library work rests, leading to a statement of our purposes and the means by which we seek to accomplish them.

Our problems as we see them are:

1. To make the library both for children and adults as available to every person in the state as are the schools, so that equal educational opportunity may be provided.
2. To co-ordinate county, city and school libraries so as to secure the maximum return without duplication of effort or expense.
3. To bring library service to a higher degree of proficiency by setting up professional standards for librarians to correspond with those set for teachers in the same communities, and to provide for their attainment.
4. To establish a taxing unit large enough

and a basis of income certain enough to insure adequate support.

5. To apply to the public library the same method of purposeful state support and standardization which has been used in building up the public schools.

6. To make the libraries function more perfectly as educational institutions, whether their service is rendered to the children in the school or the adults in the community.

The work of administering the library system of the state and the leadership in carrying forward what we intend shall be a progressive library program are placed with the Director of the Library Division and her assistants. They are supported in their efforts by the State Board of Education and the Commissioner, and enjoy the constant co-operation of those who are in charge of the other divisions. They are thus always in touch with the entire educational field. The fact that all library work, including that of the schools, is placed under one directorate, has greatly simplified the problem of administration.

Progress is being made in securing in graded and high schools the employment of professionally trained school-librarians, who serve to make the library render the maximum of service in the class work of the school and to teach the students the art and habit of library use.

The villages and cities of the state in increasing numbers are being made to realize that best results, at least cost, are obtained by co-ordination of the public and school libraries, according to one or the other of the plans which the statute provides. When such arrangements are made, the State Department requires the employment of professionally qualified librarians, so far as the work relates to the schools.

Thru co-operation between the Library Division and the Rural School Division, on the initiative of the latter, instruction was given during the season just closed in county institutes for rural teachers thruout the state, in organization and use of school libraries in the one-room rural schools. Heretofore, we have had in these rural schools collections of books, often uncared for, and frequently not well used. In the future, by a continuation of this policy, we hope to have libraries which shall serve the children in their classes and teach them the reading habit in their homes. We are committed to the belief that intelligent direction is as important in the use of a library as it is in the operations of the school room.

In order that teachers may be prepared to do the library work that is to be demanded of them, a beginning has been made in library

training in some of the State Teachers Colleges. Also, on the request of the director of high school teacher training departments, the Library Division has outlined a course in library training for the rural teachers who are being trained in these departments.

No distinct county library organizations have been established, but several counties have made contracts with city libraries, so that the rural districts are served. This is accomplished by library branches or stations, by traveling libraries, and in one or two instances by the use of automobiles in charge of librarians.

The effect of the associated movement is to enlarge the field of service and increase the importance of the public library. As the public library grows and functions more widely, not only will the state be better served and the librarian's position become one of greater influence, but the demand on the traveling library will be correspondingly less. This, as we see it, represents progress in the right direction, since it brings service constantly closer to the people.

Some features of the program as we have conceived it can not be accomplished without further legislation. This we shall doubtless get as rapidly as the people of the state come to understand more fully the possibilities of a co-operative school and library policy, with state encouragement. The call of progress does not go long unheeded among the earnest people of the great Northwest.

We hope for an amendment to county library laws to facilitate the establishment of county libraries thruout the state, so that the rural people may enjoy more nearly equal library opportunity. This will be in keeping with the first principle written in our law for state support of schools, which provides that equal educational opportunity should be furnished to all the school children of the state.

It seems that the time cannot be far distant when the public library everywhere, like the public school, will be made a concern of the state.

This would mean some measure of state support and compliance with state standards. It would mean the placing of librarians in the same relation to the state as teachers. Like the school system, it would make ample provision for local autonomy, but would lift the library thru the support of the state to the place of importance and influence which it should occupy.

Any plan to be in harmony with the present policy should provide for continued co-operation between the library and the school as the great co-ordinate agencies in public education.

Economy in Binding

A SUGGESTION FROM A BUSINESS MAN

I HAVE read with interest the articles which have appeared in the LIBRARY JOURNAL, regarding home made bindings, and I cannot agree that these methods really save as much money as the authors of these articles think it does.

Let us take, for example, the cost of the "Home Brew" binding on ten-inch magazines, such as the *National Geographic*, to be between sixty and seventy cents. Only one thing has been accomplished, namely to keep intact the several issues of the magazine.

The binder cannot very well be called a binding. The appearance of this type of binding certainly cannot commend its use.

I know of nothing more disappointing than to enter a fine library building, to find cheap equipment and books printed on poor paper, or bound with the cheapest kind of binding. A cheap looking binding often disgusts a reader, and prevents him from giving the book consideration, even tho the contents may be of an unusually high type.

The ten-inch magazines, which can be bound for \$1.35 in full buckram, in any up-to-date bindery will, I believe, pay in the long run. The expenditure of \$1.35 will give:

A book that opens flat.

Sewing that permits the back of the book to be rounded, as all books should be.

Neat gold lettering which stands out so that there is no eye-strain in looking for the title in dark sections of the library.

A binding which feels like a real book, a binding which gives confidence to the reader.

A book which will stand on its own covers without sagging.

A book that is covered with a vermin-proof cover.

A cover which will not warp with damp weather, and which will not wear or bend at the corners.

A binding which will last as long as the paper and which will be a credit to the expensive building in which it is housed.

Assuming that ten per cent of the magazines that are put into the home-made bindings are later transferred to permanent bindings, I fully believe that there is no economy.

Being a practical book-binder, I realize that my point of view may be one-sided, but in my travels, I have found but four librarians who have adopted this home-made binding. Most of these have used it for only a few months, and have therefore had no opportunity to judge

how long the binding will stand up, or what effect dampness or insects will have on it.

I fully agree with all the writers that a lower cost of binding is necessary, but I believe that the only way it can be solved, is by using permanent bindings, and co-operating with the binder as follows:

First: Adopt a general standardized binding for periodicals by agreeing upon a certain color of buckram and a certain size of type for the title of each, and all libraries from coast to coast adhere to this standard. This would permit the binder to make them up in quantities, and would reduce the cost of manufacturing.

Second: Co-operate with your binder, by sending him work all the year round, and at such intervals and quantities as will permit him to return it promptly. By taking away a large portion of his magazine work during the year, and thus reducing his volume of business and increasing his percentage of overhead charges, you make it necessary for him to charge you more for the material which you cannot put into temporary binding, than he would charge you for them if he had the larger volume of business which your magazine binding would provide.

C. W. CARROLL, *Manager,*
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Wanted: The Detroit Gazette

THE General Library of the University of Michigan has published a facsimile of the *Detroit Gazette*, the first newspaper published in the State of Michigan. This work is being done for subscribing libraries, reproducing the file owned by the Burton Historical Collection, of the Detroit Public Library.

This file lacks the issues of December 19, 1823 (No. 335) and January 9, 1824 (No. 338). If any library possesses a copy of these two numbers, may we not have information of it in order to secure a negative from which we can make prints for our subscribers?

In reproducing the file of the *Kentucky Gazette* from 1787 to 1800, which has just been completed for the subscribers, we were able to supply several numbers missing from the Lexington Public Library copy. We have had similar good fortune with the *Detroit Gazette*, but have been unable to locate by correspondence these particular numbers.

W. W. BISHOP, *Librarian.*

Library Work with the Japanese*

By MARION HORTON

Principal of the Los Angeles Library School

MOST of us have a mental picture of Japan as a land of lotus and cherry blossoms, paper houses with quaint gardens, happy fathers and mothers leading children, kimono clad and always smiling, thru lacquered torii to ancient temples under still more ancient trees. On the other hand, a sinister picture is often given by those who would have us see only the fifty million people crowded into a small country (190,534 square miles, sixty per cent of which is volcanic rock, unsuitable for cultivation) and the economic pressure of a population which increases at the rate of nearly 700,000 a year.

Both pictures have truth in them. The fragile houses are crowded together in the cities, of what, in proportion to its area, is the most thickly populated country in the world. Seventy per cent of the total population belong to the farming class, who must be supported on farms averaging less than three acres in size. The ancestors of these people, cut off from contact with the outside world, developed a civilization with elements of beauty and strength long before William of Normandy's going to Britain, and the seclusion for centuries is responsible for much of the strength and weakness of the Japanese nation today.

Highly organized as the Japanese were in social standards, in arts, crafts and literature, when Commodore Perry demanded an opening of their port in 1853, they were quick to realize their inferior position and adopted things western with unquestioning approval.

Like a docile pupil the Japanese frankly admitted and recognized the superiority not only of western civilization, but also of the western race. When I was in school in Japan as a small boy, my textbooks taught me that 'the people of the Occident are exceedingly industrious, always rising early in the morning and never taking a noon day nap.' They told me that Westerners were 'our superiors physically, mentally and morally.' It was not only school children but their teachers and parents who believed such sweeping statement. (Kawakami. *Asia at the door*. p. 47.)

Emperor Meiji, at the beginning of his reign in 1868, issued the famous edict: "Knowledge shall be sought for thruout the whole world." With startling rapidity the Japanese form of government, the educational system, means of communication, the army and navy were remodeled after western fashions. In spite of their fervent acceptance of western ways, Japan's treaties

with foreign nations placed her in an inferior position and it was not until 1899 that new treaties granted Japan equal rights and privileges in her international relations. During this period there was a reaction from the superficial and feverish adoption of western methods and customs, and today travellers find a curious medley of old customs and new. In the background linger the traditions of the daimios and samurai, the old respect for nobility, and limitation of opportunities for the lower classes. The smaller towns and rural communities cling to their medieval habits of thought while the cities are rapidly adopting western methods.

The compulsory school system is theoretically western, and even students in the secondary schools are required to read certain English classics in the original.

"It is thru the channels of the English language that Anglo-Saxon ideas exert a tremendous influence intellectually, morally, politically and socially. In this way are the great leaders of English thought made familiar to us, and being constantly quoted, they are perused both in the original and in translation. Several works of Shakespeare can now be read in Japanese; Bacon, Emerson, George Eliot, Poe, Stevenson, Longfellow, Wordsworth, Tennyson are familiar names." (Nitobe, *The Japanese nation*. p. 186.)

The upper classes of the Japanese are well educated and familiar with American ideas, but most of the Japanese immigrants to this country come from the lower classes who have had no opportunity to learn the new ways of thinking and working.

Japanese peasants and coolies began to come to the Pacific coast as early as 1884, but in such small numbers that they attracted little attention. The famous "Gentlemen's agreement" of 1907 has restricted the immigration as the statistics in the Census Bureau summary of 1920 show. Two per cent of the total population of California is Japanese. There are comparatively few Japanese in the United States except in Hawaii and on the Pacific coast.

The Japanese fell keenly the discrimination against them. They are compelled to live in one part of the town and with few exceptions are not received socially. The racial prejudice is less in southern than in northern California, and Oregon and Washington are more tolerant than California. Wild stories in the newspapers tend to increase the mutual misunderstanding. Impartial observers admit that if they formed their opinions only from the newspapers, they would be convinced of the danger of the "Japanese menace."

*This is the third of a series of articles furnished by the A. L. A. Committee on Work with the Foreign Born. ELEANOR E. LEDBETTER, *Chairman*.

Thus we are told that Japan was about to spend \$50,000,000 for propaganda in this country largely thru the purchase of country newspapers. Another traveller solemnly alleged that the Japanese were responsible for the present lamentable famine in China; and so it goes. Now the people, fed on such information, cannot help but absorb it. If you hear a statement often enough, it begins to sound plausible. So a city superintendent of schools assured me that in ninety years California would be occupied by more Japanese than white people: one of my colleagues believed that Japanese immigration was absolutely unrestricted, and that California was being flooded with laborers, and a usually well-informed editor could print without comment a statement that the 'survival' of Japanese births over deaths was twenty-six times as great as that of the whites! (*Atlantic Monthly*, v. 127, p. 544, April, 1921.)

Yet often when the Japanese have gone into a community they have improved it. A pamphlet on California and the oriental published by the California State Board of Control in 1920 gives examples of the change from sheep pasture to rice fields where the Japanese have settled.

Altho the housing conditions in most agricultural districts are deplorable, Japanese, if are given an opportunity, clean up the houses, freshen them with white paint, and even plant flowers in window boxes. Social workers in Los Angeles comment on the improvement. In 1896 the Eighth Ward, popularly known as the "de bloody ate" had a population of 12,000, sixty-five saloons and two churches. Many groups of foreigners passed thru the district; now it is largely filled with the homes and stores of Japanese and is known as "Little Tokio." When they came it was in a dilapidated condition. Soon saloons, pool-rooms, and junk-shops displaying their stock on the streets gave place to up-to-date shops, with American drugs, clothing, books, toys, and groceries for sale. Fortunately the picturesque element is not quite lost. Rice cakes, mushrooms, dried fish and Japanese pottery are for sale, and in March, at the Feast of the Dolls, the fascinating emperor and empress dolls with their retinue and all their belongings—lacquered table service, tray, bowls, cups and pot all complete, lacquered bullock carts drawn by bow-legged black bulls, lacquered palanquins (the conveyance of the nobility in old Japan), tiny brass hibachi with tongs and charcoal baskets, tiny combs and mirrors, everything a doll could need—are worth a long journey to see.

Little Tokio has its associations and clubs for men and women. In Los Angeles there are ten Christian Japanese churches, most of them self-supporting, one Shinto and four Buddhist temples. Thru their own charitable organizations they support homes for women and children. Most of their churches have classes where English is taught, and several have kindergartens where children can learn English before going

to the city schools. The Japanese Y. W. C. A. and other clubs for women, boys and girls and the Mikado Band are all directed by intelligent socially minded Japanese alert to the need for self-expression.

During the war the Japanese organized for Red Cross work, and rented a store-room where the members met three times a week under the direction of the American chapter house. From the head workers they received the highest commendation for their excellent work. Altho citizenship is denied them their patriotic and humanitarian interests found expression in the purchase of Liberty bonds and contributions to the welfare organizations.

Miss Oliver, a teacher in the Hewitt Street school in Los Angeles says:

As a rule the Japanese display good taste in their buying and make good customers. An American who for fourteen years conducted a grocery business on East First Street considered them his best customers. "They buy the best, and pay the price. All a Japanese asks for is courtesy. I can fill my store with Japanese children, leave it and when I return I will find it just as I left it."

That the Japanese make good neighbors is the verdict of a French woman who has lived in that district for many years. "They never borrow; they are quiet, and they mind their own business."

When surprise was expressed to a Mexican woman that she, her sister and her daughter chose a less lighted street occupied by Japanese in going to and from entertainments, she replied, "Oh, we are not afraid of this street. I will say for the Japanese man, they never say anything to us; they are not like some men."

There are many conservative parents among the Japanese people who are unwilling to have their children learn the modern dances; and who are ever on guard lest their boys and girls become "sporty" or too fresh. . . .

"Do the Japanese assimilate American ways and ideals? is a question that is asked many times. Could those who ask the question visit in many of the Japanese homes, attend their recitals and entertainments, hear them play upon the different instruments and sing our songs, they would receive a satisfactory answer. . . .

In our club work the boys and girls are allowed to arrange the programs for entertainments, parties, holiday celebrations and carnivals. They assume the responsibility and work untiringly in their efforts to make these a success, and everything is carried out along American lines. The business meetings of the clubs are conducted with much dignity. . . .

So thoroly American are they in their ways and their interests that one is surprised that the question is ever asked whether the Japanese assimilate American ways. The American Japanese boys and girls are taller, stronger and fairer than those of corresponding age born in Japan. There is gradually coming a change in the expression and features of the American Japanese, due partly to the use of the English language which brings into use muscles of the face that are not used in speaking the Japanese language.

"Will they make good Americans?" is another question frequently asked. I know of no one who has a greater admiration for Washington and Lincoln and the ideals for which these great men stood, than the Japanese people. . . . Last year when the Boy Scouts were planning to celebrate Roosevelt's birthday,

there seemed to be some doubt as to whether the Japanese Boy Scouts would take part in the general celebration. The matter was taken up in the club, and they decided that they would raise the money among themselves, "buy a tree, secure a plate and plant the tree in our yard." . . .

I have had an excellent opportunity to become acquainted with the boys and girls as pupils, on their play-grounds, in club meetings, sewing and cooking classes, parties and entertainments, and have found them interesting and delightful to work with. Their courtesy and thoughtfulness are refreshing, and the hearty co-operation and appreciation of their parents exceedingly gratifying.

A few years ago a lecturer who had visited several California libraries amazed her audiences in the east by declaring that Japanese never went into libraries. Certainly she had not visited the children's rooms of branches near Little Tokio, filled with almond-eyed boys and girls after school and on Saturdays. The children are always clean, careful of their books and more honest about paying fines than are many Americans. They are omnivorous readers, with a preference for serious books. When the classes from cosmopolitan schools come to the children's room for a lesson in the use of the library the Japanese children are quick to learn the arrangement of books and are even more intelligent than other children in playing cataloging and classification games.

Perhaps the sixth grade comes to study the geography lesson, and the children's librarian has ready analytic references to material classified in many places, for the modern teaching of geography refuses to be confined to the 910's and the ordinary subject cards do not bring out the information about oil districts in Russia, the founding of Petrograd, the Nizni-Novgorod fair for the children studying Russia, or on Holland as a dairy country and the growing of bulbs. Here too the teachers comment on the keen minds and close application of the Japanese children and their eagerness to learn.

The older readers prefer serious books: histories, philosophy, economics, standard fiction—George Eliot and Victor Hugo are popular, but lighter fiction, especially love-stories, make no appeal. Motion picture producers say that there is an enormous demand for films in the Orient; the people are eager to learn western ways; but any outward expression of feeling must be eliminated—kisses and embraces are considered bad form. So in translations of English novels into Japanese a row of asterisks often represents what American readers consider the climax of the story.

The Japanese want books about American government but as they can never become citizens they are sensitive about the study of civics. They ask for books in English rather than in Japanese but their own libraries and bookstores

offer a variety of examples of native literature.

Two attractive book stores in Los Angeles are well-stocked with Japanese books and magazines. Most of the books are published abroad, but Los Angeles has three Japanese dailies, and a monthly, *Japanese Women*, published at 238 North San Pedro Street. The Keats number of the *The Rising Generation*, published in San Francisco, is an interesting example of the bilingual periodicals. In addition to selections and explanations of English classics it gives news items from America and Japan, a chapter of a story by Jack London and English versions of the Mikado's new year poems.

The literature of Japan is discussed authoritatively in Aston's "History of Japanese Literature." A recent translation of three "Diaries of Court Ladies of Old Japan" (Houghton 1920) gives a suggestion of the literary art of the country in the eleventh century, when the ability to write verse was not the birthright of a few, but every person of rank was accustomed to receive an exquisite verse written on the spur of the moment and was expected to reply at once in kind.

Japanese poets still write verse on New Year's day on the subject chosen by the Mikado. There have been several translations published, showing the careful workmanship of the Japanese poets. In their delicacy, sure touch, and definite form they resemble French verse.

Fairy tales that have interested generation after generation of children are found in Teresa Pierce Williston's "Japanese Fairy Tales" (Rand, McNally, 1904). Some of the most popular are "Little Peachling," the "Tongue-cut Sparrow," and the "Magic Tea-kettle." As the children grow older they are told stories of heroes, such as Raiko who at the emperors command destroyed ogre-like robbers, General Yoshitsuni and his faithful vassal Benkei, the forty-seven ronins, and Sakura Sogoro the peasant who at the sacrifice of his life and the lives of his wife and children saved his fellow peasants from excessive taxation.

There is no need for American libraries to supply books or magazines in the Japanese language; there is need for courtesy and impartiality in the library's method of approach to the Japanese, who are quick to feel the unfriendly attitude of many Americans and anxious to eradicate every racial peculiarity. The library and the school need only offer them fair treatment and an opportunity to see the better side of American institutions.

One library has established a deposit station in the Japanese fishing village at Terminal Island. Here there are almost a thousand Japanese, who go for long cruises, often for several

months, down to the coast of Mexico, coming back with tuna for the canneries. The Japanese association has a community house, where games and exercises in the gymnasium and plays are given and the Japanese pastor of the little Baptist church has charge of classes in English and the distribution of books.

Another group learns of the library thru the community singing in the Buddhist Temple. Every two weeks in a room hung with Japanese posters a university student leads the audience in lusty singing of American songs, everything from "Li'l Liza Jane" and "Bubbles" to "America." This generation of young people is responding and rapidly learning to enjoy this form of recreation. Americans who have never heard Japanese sing are surprised at their clear sweet voices and tuneful singing. After the songs there is some other entertainment: a Japanese trio of piano, flute and violin plays Mozart, or an American sings. It is a curious commentary on our methods of Americanization that we offer them cheap popular songs, while they choose classical music for themselves. Sometimes perhaps the children's librarian tells heroic stories which appeal to school-boys, whether Japanese or American.

The Japanese Christian Institute and the various denominational missions are glad to work with the library. These organizations have sewing and English classes for the women and arrange for groups to visit the library. Typical of their friendly courtesy was the reception of a library assistant who went to ask what her library might do for the Institute, and came away with gifts of Japanese magazines for the library. She was shown the Institute's excellent Japanese library of 2000 volumes, many of them translations from European works, and the reading-room open to everyone, where fifty Japanese periodicals and newspapers are available in approved library binders. The Institute offered, furthermore to send magazines to the Japanese colony at Terminal Island.

The Japanese do not ask for special privileges. They will be satisfied if equality of opportunity is given to all races. The recent book by Walter B. Pitkin "Must We Fight Japan?" (Century 1921) shows the inevitable result of discrimination and repression. He shows the social characteristics of the Japanese, minimising neither their undesirable qualifications nor their position in this country, but emphasizing the dangers of our allowing aliens not part of the nation to live in this country and to become enemies of our own making, and of our being deluded by yellow journalism. His remedy is the subtle but sure one of mutual understanding and in this the library has a large part to play, for

the library as a democratic institution offers sympathy and equality of opportunity to all comers.

Reinforcements for the New Fiction Collection

AIMING to acquire enough new fiction for its readers' demands, the San Diego Public Library has devised a plan which other libraries may find useful. Ever since the war, library patrons have brought magazines to the box in the entrance hall of the building, where a poster announces that weekly distribution is made to camps, hospitals and branch libraries of the city. The *Saturday Evening Post*, *American Magazine*, *Ladies' Home Journal*, and *Delineator* are left here in large numbers. Realizing that military camps do not care for fashions and fancy work, and that issues older than three months are usually not appreciated gifts, Miss Mary Van Wagenen, head of the Business Department, hit upon the plan of extracting serial fiction from discarded magazine material. She staples the installments of the story into one volume and covers it with wrapping paper. She cuts the title out of the magazine and pastes it on the outside of the cover with an appropriate picture. A book card and date slip are put in the inside cover as for circulating magazines and a seven-day label on the outside. Many a popular favorite such as Mary Roberts Rinehart, Grace S. Richmond, or Peter B. Kyne have been worn to tatters before the serial has appeared in book form. The stories, which cost the library almost nothing, circulate from twenty-five to fifty times, and are even on the reserve list.

Effective Publicity in Dallas

THE Dallas Public Library during the last week in January arranged an exhibit in one of the large display windows of the Nieman-Marcus Company, Dallas, with the thought of stimulating greater interest in good books and of enlarging the library's clientele. The exhibit, the work of Librarian Betsy T. Wiley, was attractively arranged with a chart as a background showing the Library as the center of Dallas, with arrows radiating to the various business men, professional men, teachers, and others who find inspiration, entertainment and knowledge in the library. The display featured books on costume and design. An attractive hand-colored card invited the public to make free use of the library facilities, and Miss Wiley already reports increased interest.

The University of Washington Library School

By W. E. HENRY, Director

WHETHER the University of Washington Library School filled a "long felt want" or not, I am not quite sure, but that it did supply a much felt need, I think there is no doubt. Whether or not these paragraphs are significant in the entire history of library schools, the history of this particular school is like "the annals of the poor," it is "short and simple."

When I came to the University Library in 1906 and Mr. Judson T. Jennings came to the Seattle Public Library in 1907, and Mr. Franklin F. Hopper, now of the New York Public Library, took charge of the Tacoma Public Library in 1908, we all found ourselves much hampered in building up our respective staffs for want of well-prepared people.

We found, as all have found in the Pacific Northwest, an excellent supply of keen, intelligent, wide-awake, academically well educated young people, ready in spirit for any kind of service, for the people who have migrated to the westward for a thousand years have been the keen, energetic, venturesome, and progressive. The west Coast has been well supplied with educational institutions of good standards for half a century. It has had few professional schools. Until 1911 the nearest library school was 2,200 miles east of us—the Wisconsin Library School.

Farther east and nearing the Atlantic Coast were several good Library Schools, but none nor all of these solved our problems satisfactorily. Their output was largely absorbed by the East and the so-called Middle West (which would more appropriately be thought of as Middle East). Our libraries, then just getting under way, could not offer financial inducements or professional opportunities that compared favorably with the many libraries east of the Mississippi, especially when we must add to these differences the fact that coming to the West Coast involved an expensive journey of from 2,000 to 3,000 miles.

However, with all these handicaps we did secure a few who were willing to make the sacrifices necessary and, as was to be expected, they were a high-class, well-prepared group of persons, and these, more than any other single influence, made our libraries successful.

We could not secure from the East an adequate supply for our demands, and that this School was established when it was (September 1911) was due chiefly to the urgent requests for such a school oft repeated by Mr. Jennings and Mr. Hopper, seconding my own willingness.

Those of us who had to do with establishing

the School believed then, as I assume we all do yet, that the best location for a library school, all other influences equal, is in connection with and as an integral part of a teaching institution—a college or university—so the University of Washington was selected as the location for the School.

As a partial inducement toward such an establishment, Mr. Jennings offered to discontinue the apprentice class that was being conducted annually in connection with the Seattle Public Library, and he has not since conducted an apprentice class.

Mr. Jennings and the Seattle Public Library have not only co-operated with the School in the discontinuance of the apprentice class; but, what is much more significant than that, they have thrown open to our students the finest possible opportunities for practice work in the Seattle Public Library, and I want publicly to acknowledge the fine co-operating spirit the entire staff of the Public Library has shown in giving their most sincere and intelligent attention to the training and welfare of our students.

Of the three hundred hours of practice done by our students, about one-half is done in the Seattle Public Library and one-half in our own University library. Each library directs the particular type of practice that is distinctive of the type of library. We consider ourselves and our students distinctly fortunate in securing such opportunities for the laboratory phase of our work.

We are also enabled thru the generosity of the Seattle High School administration to secure practice opportunities for such of our students as want to enter upon high school library service.

For a few years following the founding of the Library School in 1911, our classes carried their professional courses in conjunction with the Junior and Senior courses in the academic colleges, so that our first class did not graduate until 1913, altho we have never attempted more than a one-year curriculum in the Library School. Beginning with 1913 we have graduated an average of twelve students each year, the size of the classes ranging from seven to twenty-three, but usually close to the average.

Our teaching staff has been made up of persons who were regular members of the University Library Staff and, all but one, graduates of well-established library schools, usually persons of considerable experience in library service, but never with so much experience that adjustment to new conditions was a painful process, nor with minds sealed to new conceptions. Our

teachers have been selected largely because they had ability to teach. When they have not shown such ability they have been released from teaching obligation. I am firm in my conviction that no one can teach efficiently who lacks enthusiasm for the subject taught, or who is deficient in human interest, as distinguished from mere subject interest. He whose chief and most fundamental interest is other than the welfare and success of his students is not a good teacher. Of course we must assume adequate knowledge of the subject taught.

The most fatal defect in all universities is poor teaching. In our whole educational system the pedagogy grows less and less efficient from the early grades of the public schools up to the universities, because our teachers farther toward the top are selected for their subject interest and mastery and not for their teaching interest nor for their human interest. My own insistence is that the School shall have good teaching whatever else it may not have.

Whether the Library School teacher shall be a teacher only, or whether she shall devote a considerable portion of her time to a staff position, admits of difference of opinion. My own notion and our practice is the latter and we are satisfied with its results.

Out of our one hundred and twelve graduates all but three have succeeded well in their work. They have been successful and a fair percentage of them have possessed that hunger for advanced work in their profession which is the hope of all professions. They have refused to be satisfied with what our school and our environment could give and have gone to two year schools for advanced instruction, and many of them have gone East for varied experiences in different types and systems of library service.

The distribution of our graduates is largely in the western states, naturally so; yet for a school so young they are fairly distributed and can be found all the way from Massachusetts and New York to California.

No one possesses our library school certificate who does not also carry the baccalaureate degree from our own University or some other university of equal rank and standards. We do not yet demand college graduation for admission to the Library School, but twenty-seven per cent of our registrants have been college graduates on entering the School.

Our curriculum is devoid of all frills. We attempt to do only the essential things and to prepare our people to enter upon any phase of ordinary library service, and we think they have sufficient foundation both in academic and professional education to specialize in any line that happens to appeal to them after entering general service.

We are sure we cannot specialize in our instruction in a one-year curriculum. We do, however, place a little stronger emphasis upon the special interest of the individual student if the student is sure enough what is his special interest. This is done, however, largely in his three hundred hours of practice rather than in his instruction, which leads me to remark that we never ask a student to do any service in his practice simply because it is a service we need to have performed. The practice work is selected and arranged for the good of the student, not for the good of the library. We never use a student as an apprentice.

We call to our assistance as lecturers from outside the School only those persons who come fresh from their own work in some nearby library and ask them to speak only on those specific subjects most familiar to them and which will serve as a finishing to some subject already dealt with in the curriculum. These are concentrated near the end of the year. We never permit our classes to be disturbed from their regular curriculum simply because some one comes along who wants to talk. A good speech in the wrong place is never tolerated. Lectures are given only for the service of the students; never for the good of the lecturer, never because a notice of it looks well in print.

Yiddish Publications of America

THE following corrections to the List of Yiddish Publications in the United States, prepared by the A. L. A. Committee on Work with the Foreign Born for the LIBRARY JOURNAL of December 1st, are furnished by the Foreign Languages Information Service.

ERRORS

1. The Jewish World of Cleveland, Ohio, is listed as the Jewish Press.
2. The Jewish World of Philadelphia and the Jewish Times of Los Angeles are marked as Orthodox. Both are independent, progressive papers.

OMISSIONS

Published in New York

1. The Jewish Farmer. 174 Second Avenue. Monthly.
2. Dos Yiddishe Volk. 55 Fifth Avenue. Weekly.
3. The Jewish Gazette. 187 E. Broadway. Weekly.
4. The Brooklyn-Brownsville Post. 1776 Pitkin Ave. Weekly.
5. Der Freund. 175 East Broadway. Monthly.
6. Schriften. 215 East Broadway. Quarterly.
7. Mizrahi World. 138 Second St. Monthly.
8. Die Gerechtigkejt. 16 West 21st St. Weekly.
9. The Humorist. 423 Grand Street. Monthly.

Published in Other American Cities

1. The Jewish Weekly. Fort Worth-Dallas, Texas. Weekly.
2. The Daily Jewish Press. 1351 W. 12th St., Chicago.
3. Der Volksfreund. 95 Logan St. Pittsburgh, Pa. Weekly.
4. Des Naye Wort. 86 Leverett St., Boston, Mass. Monthly.
5. The Milwaukee Wochenblatt. 827 Walnut St., Milwaukee. Weekly.

Libraries and Museums

V. Mr. Frisky and What He Proves

By LOUISE CONNOLLY

In the note of explanation which preceded No. V., on "The Memorial at Pinnacle," I stated that Miss Louise Connolly, the Educational Adviser of the Newark Library and the Newark Museum, wrote the memorial sketch just before she went on a month's tour in North Carolina speaking for Better Movies. While stepping gaily about North Carolina, from lowlands to hills and from hills to mountain crags and back again, she wrote this story of the wide and deep influence of a mere dead squirrel when cunningly expounded by a master in the art of presentation.

I am adding this to my very prosy series of articles on Libraries and Museums, partly because I am sure it will be enjoyed by even the most solemn of guardians of children's morals and tastes and the most profound of the surveyors of our half-acre vineyards and the most intense of the certifiers of the laborers who are, as once in Palestine, far too few.

But I print it chiefly because it illustrates so admirably the conclusion to which our observations long ago led both Miss Connolly and me; the conclusion, namely, that in visual instruction the object is minor, and the manner of presentation preëminently major. It is hardly too much to say that, in the fields of history, geography, ethnology and natural science, an equipment of material obtained at a cost of, say, a thousand dollars, accompanied by skilled presentation costing, say, ten thousand dollars, is far more useful, helpful, suggestive, instructive and moving, than are ten thousand dollars' worth of objects, poorly presented by a thousand dollars worth of skill and brains.

It is not things that our museums need; but skill in presentation. Of things it may almost be said that all museums have too many. And it may also be said that nearly all museums, no matter how glorious their achievements in the fields of acquisition, verification and installation, are not inviting, or illuminating, or used.

But this has all been said in a previous number of this series. It is touched on only to introduce the suggestion to librarians that if the idea of museums in libraries is to them of interest, they will find in the sketch which follows the hint that a few quite unimportant and inexpensive objects can form the total apparatus of an engaging and useful museum.

J. C. D.

I WENT to a dozen places in Georgia last June. I have been to eighteen places in North Carolina this November. And with me I have taken Frisky.

Frisky is a common reddish-gray squirrel with well-developed tail, rather poorly mounted on a broken branch precariously attached to a plain wooden slab. I carry him, and a disreputable flat-backed mole and a few quartz crystals and eight or ten financially valueless pictures mounted on thin cardboard, all neatly packed in with my underwear in a compo-board box a little thicker than my grip, but shorter. It is painted black. Its cover is fastened by hinges and an unassuming hasp and hook, and its handle is a very thin piece of rope run through two holes, held in its place by knots, and wound about with a yard of narrow black ribbon—a piece of luggage that offends not the most fastidious porter.

I go from place to place making friends for a constructive movement to better motion pictures. I find that whenever the movies are mentioned the Average Citizen or Citizeness shakes his head and declares, according to his degree of conventionality, "Something should be done to regulate the movies," or "Something should be done to clean up the movies," or "Something should be done to suppress the movies." That is, practically everybody thinks that the motion

picture is a powerful agency, chiefly deleterious in its influence on the young, and wants something inhibitory or prohibitory done to it.

Meanwhile, Frisky on the bureau in my room causes among maids and bell-boys astonishment, curiosity, excitement. They seek opportunities for peeping into and entering the room. They manufacture excuses for remaining. They cast eyes at Frisky as they profess anxiety for my comfort. They make devious exits to pass him as he perches. The socially courageous put dubious fingers on his back and pay him compliments. More than half of them ask if he is alive, and all of them inquire as to his personal relations to me. Is he a former pet, from whose dear remains I cannot bear to be parted? Is he a trophy of my skill in hunting? The addition of the mole more than doubles the interest. Had I intentionally devised an experiment to test the drawing power of a stuffed animal I could not have done better than to travel with Mr. Frisky.

I use him in a simple twenty-minute lesson in ethics, given chiefly in high school assemblies, or to the intermediate departments of Sunday Schools. Hence I sometimes pass thru a hotel lobby or for a short distance along a sidewalk with Mr. Frisky in hand. I am followed, on these occasions, by a ripple of excitement. Commercial travelers and local upper class loafers,

family groups, sophisticated room clerks, all gape and comment.

In my opinion nine-tenths of the people thru-out this state never saw a stuffed animal of any kind, and never thought of a museum as a place having any possible personal interest for them.

I have several times, in a train, taken Mr. Frisky from his box and presented him to a crying child as a diversion. It works. Not only the fretful child, but every other child and adult becomes absorbed. Elderly white women move their seats and enter into conversation, and young men lean forward to listen. "No, I was not acquainted with him in his life time. I got him from a museum. They lent him to me. I am to return him when I have finished using him. I use him in teaching." Marvelous! Marvelous first that museums containing such wonders should be. Marvelous second that a museum once obtaining a wonder of this sort should consent to let it travel about like this. It might be lost, or injured.

When I enter a school house with Mr. Frisky the interest of the high school pupils is just as naïve and concentrated as is that of the first grade.

I feel that the brief lesson that I give, using this small assortment of tangible material, is engraved for life on the minds of practically all of my adolescent audience, and that ninety per cent of this intensity of impression is due to the use of the material.

In a few places I have been asked into a primary grade while waiting for the upper grade assembly to convene. There I tell a little squirrel story. It is a good story for the grade, and closely related to the squirrel in hand; but many of the children hardly hear it, so absorbed are they in the pleasure of Mr. Frisky's tangibility.

I went into the four first grades of one public primary school in Goldsboro and showed them my squirrel. Next day I met the principal of the school at a banquet. She said, "You'll have to stay over a day and come back to my school. The second and third grade children are bitter over the favoritism shown the first grades. They say, 'What have we done? Why didn't you bring that squirrel woman to us?'"

In Greensboro I passed a kindergarten waiting before its building for its doors to open. I had Mr. Frisky in hand. Those children literally swarmed over me. The bravest put out exploring fingers and touched Frisky. The most timid while shrinking from him, yet laid violent hands on me. They poured out questions. And one, on learning that he was not alive, confronted me with, "Now ain't you 'shamed that you killed him?"

What I want to know is this: Since Average Citizen is so sure that the wicked Motion Picture People, in order to make money out of the parents are luring the children of our nation to moral destruction by the attractiveness of their pictured wares, why doesn't he spend a tiny bit of the taxes, which surely could justifiably be used for so laudable a purpose, in setting up as counter-attraction a live museum covering such extremely simple objects as my lesson involves?

There ought to be a museum of some sort in every city and a state museum in every state capital on the order of the extremely modest, half-starved, yet enormously useful museum serving the rural schools of the state as does the New Jersey traveling museum work established by Miss Helen Perry at Trenton, New Jersey.

I put up a duck once—a duck with iridescent neck feathers—in the Children's Room at the Newark Museum. I put no glass protection over it, and no prohibitive sign beside it. And then I watched the people and kept tally of their conduct for several days. Seventy-eight per cent of the adults and ninety-two per cent of the children who entered the room smoothed that duck. Watching a moving picture has its charms. So has smoothing a duck's back. These charms differ. Why spend all the enthusiasm of public conscience on smothering the call of one when there is such an expanse of unexploited territory wherein to cultivate the other?

The Future of the Concilium Bibliographicum

In *Science* for January 6, Dr. Vernon Kellogg of the National Research Council writes on a temporary reorganization of the Concilium Bibliographicum, the continuance of which seemed doubtful after the death of the director, Dr. H. H. Field, last year. Prof. J. Strohl of the Zoological Institute of the University of Zurich is to act as the director of the Concilium Bibliographicum. As to funds, the Concilium has an annual subsidy of 5,000 Swiss francs from the Government of Switzerland together with 1,000 Swiss francs from the Canton of Zurich. Further, the Rockefeller Foundation has pledged a certain financial assistance till Jan. 1, 1927, being \$20,000 for 1922, \$20,000 for 1923, \$15,000 for 1924, \$10,000 for 1925, and \$5,000 for 1926.

"Thus the Concilium has," as Dr. Kellogg writes, "thanks to the generous action of the Rockefeller Foundation, a new lease of life and Dr. Field's noble and self-sacrificing work and his plans for increasing the Concilium's usefulness are not to go unregarded."

J. B. C.

Branch Libraries in Schools in Washington

LIBRARIANS who may have read the reports of the Public Library of the District of Columbia have perhaps noticed references during the last 10 or 12 years to recommendations that a plan be worked out in co-operation with the public schools whereby the public library needs of suburban residents should be met from branch libraries in school buildings. Several years ago the plan was adopted "in principle" by the authorities, library, school and District Commissioners. A detailed plan has now been worked out and has just been adopted by library and school boards. The library board has decided that all separate branch libraries shall be confined to thickly built up portions of the District of Columbia; the library and school boards have agreed that to supplement the separate branches there should be a series of branches, sub-branches and stations in school houses to furnish library service to the school and adult population of the less thickly settled and suburban populations of the District.

With the thought that the Washington plan (all of which is yet to be carried out) may have suggestions for other cities, the joint report of the Superintendent of Schools and the Public Librarian, just adopted by school and library boards, is offered to other librarians, minus purely local details.

G. F. BOWERMAN.

Report to the Board of Education and the Board of Library Trustees

THE POLICY OF THE BOARD OF EDUCATION

The Board of Education desires to co-operate with every department or agency of the municipal government in the furtherance of its plans. As citizens of the District, interested in its general improvement, the Board would naturally look with favor on assisting the Library Trustees in the development of a comprehensive plan for extending library facilities.

The Board is also directly concerned with the development of such increased library facilities because of the direct service which they will render the public school children. The Board of Education, therefore, cordially approaches the consideration of the subject of branch libraries in schools because of its belief that a library may be a large factor in the education of the pupils of the public schools.

THE POLICY OF THE BOARD OF LIBRARY TRUSTEES

The Board of Library Trustees having the direction of the Public Library, which the Act of Congress creating it declares to be a "supplement of the public educational system" of the District, conceives the functions of the Public

Library to include not only the supplying of educational facilities to the entire population when they leave school, but also the supplying of books, pamphlets, magazines and pictures, and skilled help in the selection and judicious use of such material to the entire school population. This service the Board of Library Trustees desires to render not only in and from the central library and one branch as at present, but also thru a system of branch libraries, including separate branch libraries and branch libraries, sub-branches and stations in the Public Schools.

Separate branch libraries are proposed approximately as follows: The report then lists seven separate branch libraries, one of which is in operation, another of which is about to be built, and five of which are badly needed, but not yet provided. The report lists one of these separate branches as problematical, since the section to be served has a stationary or diminishing population. The establishment of a branch library in a junior high school in the section is recommended, with the idea of determining by experience whether it may not sufficiently serve the needs of the community.

Branch libraries in public schools of three types are proposed: (1) Ten branches (seven to twelve hours of daily service); (2) Nine sub-branches (twenty-one hours or more weekly service); (3) Eight stations (four hours or more weekly service). These ten proposed branches are designed to be placed in junior high and elementary schools, located chiefly in suburban sections. Such branches will have their own book stocks and staffs and will be open during school hours, afternoons and evenings. The nine sub-branches are to be conducted by the staffs of neighboring branches. They will have small permanent collections of books which will be augmented by loans from the central library or neighboring branches. Service will be arranged to suit the school and community; e.g., two mornings, two afternoons and two evenings. Some will be operated in groups, with alternate service. The eight stations will be still smaller collections, open once or twice weekly; e.g., once in school hours and one evening.

PROCEDURE IN THE ESTABLISHMENT OF BRANCH LIBRARIES

1. When the Board of Education plans a new building, or the enlargement of an old building, it shall consider the desirability of making provision for a school branch library. Its conclusion should be based upon the location of the new school building in relation to the program for branch libraries in schools proposed by the Library Trustees.

2. If the Board of Education decides to include provision for school branch library, the Board shall indicate to the Library Trustees, the location, size of room, and other proposed facilities for such advice and suggestions as the Library Trustees may care to offer. If the Board of Education decides not to include provision for a school branch library, the Board shall so inform the Library Trustees.

3. Nothing indicated under 1 and 2 above shall be understood as precluding the expectation that either board may at any time invite the attention of the other board to the consideration of any subject in connection with the establishment of branch libraries in the schools.

4. Plans for the permanent equipment of the room shall be prepared as are other plans for schools and in addition after consultation with the Public Librarian.

EQUIPMENT OF BRANCH LIBRARIES IN THE SCHOOLS

1. The Board of Education shall provide for all physical equipment for the library which is a permanent part of the room, such as built-in shelves, closets, toilet facilities, cloak rooms, etc.

2. The Board of Library Trustees shall furnish and be responsible for all moveable equipment, such as tables, chairs, desks, map and periodical cases.

3. The Board of Library Trustees shall also furnish and be responsible for all books, pamphlets, periodicals, maps, technical library supplies, including typewriters when needed.

MAINTENANCE

1. The Board of Education shall furnish and pay for heat, light, soap, towels, janitor service and telephone service for the branch libraries in the schools. Such janitor service shall cover days when schools are not in session and be paid for in accordance with regulations to be established by the Board of Education governing such service.

2. The Board of Library Trustees shall furnish and pay for all professional library service in the branch school libraries, including transportation of books and all library supplies.

ADMINISTRATION OF BRANCH LIBRARIES IN THE SCHOOLS

1. In all matters concerning the professional conduct of the branch school libraries, the library staff shall be considered a part of the staff of the Public Library and all appointments and transfers shall be made by the Public Librarian.

2. In all matters concerning the heating, ventilating, care of rooms and, in general, the

physical side of the school branch library, the library staff shall be considered a part of the school organization. In the above matters the principal of the school shall have the same jurisdiction over the librarian of the branch library that she has over teachers. The relation of the library staff to the janitor shall be thru the principal of the building in all cases when the principal is in the building. In the absence of the principal, the janitor shall serve under the direction of the branch librarian.

3. All questions that arise relating to the administration of the school libraries shall be handled by the Public Librarian and the Superintendent of Schools, subject to instructions from their respective boards.

4. The schedule of hours of opening any branch shall be by agreement between the Public Librarian and the Superintendent of Schools.

5. The regulations made by the Public Library for the use of branch libraries in Public Schools by the public school pupils shall be subject to the approval of the Superintendent of Schools.

Sponsors for Knowledge—A Working Plan

IN the January issue of *Filing and Office Management* George W. Lee reports on the progress made in obtaining "Sponsors for Knowledge" since his article in the issue of October, 1921, which explained the idea and listed forty or more representative topics for which sponsors should be found.

"Sponsors for Knowledge," he explained then, "is a catchy phrase, the underlying idea of which is for individuals to accept topics on which they will be enthusiastic to put questioners in the way to getting answers. . . . According to the new plan, which is now under way in connection with the Boston Public Library, sponsors are expected to make lists of sources of information with reference to their respective topics. (Incidentally this Boston plan will afford an experiment station on which the sponsorship committee of the A. L. A. can base the report for the next annual conference.) . . . The sponsorship movement is towards standardization, the sponsor establishing sources of information by turning in to the public library, as a clearing house, a sheet, or else cards, telling where to look for information on his topic."

Mr. Lee is of the opinion that if sponsors' reports were made at library conventions, shaped in the form of motions, and voted upon, it would be possible to point to more progress in library matters than has been the case in the past. He says: "As most of the executives of the A. L. A. and of other library associations will doubtless

agree, it seems unfortunate that, after more than forty years of library conventions, there has been so little attempt to vitalize, thru discussion and vote, the essential points in papers and addresses at the many sessions." Progress would inevitably follow a definite stand on matters of practice taken from year to year.

Since the writing of the first article reports have been received on several topics. The assistance of students of a graduate engineering course at Harvard was enlisted for the compiling of a list of trade directories. Twelve references on Sources of Prices of Commodities Covering a Period of Years were received from the student who had undertaken the research. The list will be swelled in course of time by the inclusion of daily and weekly papers and trade journals.

The student who selected the topic of Resources for Getting at Home and Business Addresses was obliged to spend twelve hours in listing twenty-three directories, but Mr. Lee believes that the number should be quadrupled even tho the work take a corresponding amount of time, and that the list should be classified in greatest detail, covering various aspects of commercial, social, professional or transient addresses. "Questions of this kind are frequently referred to librarians, and the time consumed in answering them by rule-of-thumb methods is often appalling." Harold T. Dougherty, librarian of the Newton, Mass., Free Library, is sponsor for the question of Availability of Lantern Slides. Slides can now be borrowed from the Department of Agriculture and many universities, and borrowed or purchased from the J. Horace McFarland Company of Harrisburg, Pa., and the Conrad Slide and Projection Company of Chicago.

The sponsor for Sources of Information on Statistics of Cities, States and Countries used the State Library, Boston Public Library, Harvard libraries, Chamber of Commerce, Sampson and Murdock Company (directory publishers), and the Social Service Library. In the interests of co-ordination every one of these organizations should be further consulted before the list is actually published.

Resources for Getting at Dates of Coming Events a difficult subject to handle, include, in Boston, the Public Library, the Twentieth Century Club, the daily papers, "This Week in Boston," "Ask Mr. Foster," and others.

Vocations and Avocations for Elderly People is a list which has met with high approval and will be available soon. Other sponsors reported on engineering handbooks, sources for Canadiana, and publications that give regular space to business conditions.

For Better Service in New York City

IN reply to a request from Director Edwin H. Anderson for suggestions for the improvement of library service the Staff Association* of the New York Public Library has recently submitted to the Director and Board of Trustees a report embodying a series of recommendations covering the service in both central building and branches.

The immediate cause of the report was the recent cut in library appropriations by the city government, which leaves the library \$60,000 from which to provide books for the coming year, with no prospect of replacing a rapidly diminishing book stock unless an equal amount is appropriated from collections for fines.

The staff recommends, primarily, a city-wide campaign for books and money in 1922, with possible later establishment of a publicity department for the library in charge of a full-time publicity expert. Another major step towards relieving the demand for books which the library cannot furnish would be the installing of pay duplicate collections in the branches. Economy in the administration of the branches themselves could be effected by the discontinuance of circulating books on holidays, while leaving the buildings open for reading.

PUBLICITY

The reading public is entitled to know why service has been curtailed. It could easily be informed regarding the resources and limitations of the library by charts placed in the branches illustrating graphically the increase in book use within the past few years and the decrease in book stock and book money.

Information would lead to a sympathetic understanding of the library's limitations and at the same time pave the way for a direct appeal to the public for books. Publicity emphasizing only the limitations of the library, which seems to have a negative and depressing effect, might well be abandoned for more cheerful emphasis on what the library is already able to do for its patrons.

A campaign for books in 1922, possibly held during the national library week projected by the A. L. A., would prove not only a desirable means for increasing the book stock but a strategic move toward a better appropriation in 1923. Carl H. Milam, secretary of the A. L. A., says in this connection: "The general enthusiasm for the library which comes as a result of a campaign more than compensates for any feeling on the part of the City Government that it can shift the responsibility for support." The week

* Mary Frank, chief of the Extension Division, is President.

could be distinguished by a spectacular appeal for books from the steps of the main library, by literary gatherings at branch libraries addressed by prominent authors and publicists, a reception in the evening when the public could be conducted thru the workrooms for a demonstration of interior operations, and an "old home day" for books long overdue. One day might be designated for the receipt of gifts of money.

PAY DUPLICATE COLLECTIONS

It is reasonable to suppose that a reading public, restive under the necessity of waiting from six months to a year to borrow such enduringly popular books as "The Education of Henry Adams" or Wells' "Outline of History," would welcome the opportunity of renting them for a small fee. Replying to the objection that the New York public would not countenance "pay" books in a free library, the Association points out that a pay book is always a duplicate of another in the free collection, so that no one is actually obliged to pay for any book; that after rentals have covered the first cost of the pay book it is added to the general book stock; and that such a collection has been operated for years in Brooklyn, part of the city of New York. A further argument is that since about half the book fund for 1922 will come from money paid for fines, the public will pay for books by direct levy.

Quoting Secretary Milam again: "Duplicate pay collections seem to have been accepted by librarians, trustees, and the public generally as a perfectly desirable and natural feature of library service."

Opposition from fiction libraries is not much to be feared, since their managers are generally agreed that anything that stimulates the reading of books also stimulates the sale of books.

OTHER SUGGESTIONS

Other recommendations cover the strengthening of the present inadequate messenger service by establishing a central follow-up bureau with motor cycle messenger service attached; the simplification of the central registration system; an increase in fines from one cent to two cents a day; a biennial rather than an annual inventory, and a time restriction on books borrowed by children.

For improvement of service at the central building it seems desirable to assemble a special corps of research workers, resembling somewhat the docents supplied by museums, which would meet the demands for more intensive research work than can be expected of the regular staff, and business and professional men would probably be as willing to pay for this service as they are to pay for public stenographic and photostat service.

The long-needed information service at the Fifth Avenue entrance of the central building

might temporarily be furnished by the preparation of a classified index covering the subjects usually asked for, and indicating the division where the information may be found. This index would be supplied to the doormen in the form of a pocket guide.

For the staff itself is recommended the establishment of a retirement system and the granting of extended vacations after ten or more years of service.

A. L. A. Officers Proposed for 1922-23

THE Nominating Committee of the A. L. A., Arthur E. Bostwick (Chairman), Edna M. Sanderson, Milton J. Ferguson, Linda A. Eastman, and Edward F. Stevens, reports the following nominations for officers for the year 1922-23.

President: C. F. D. Belden, Judson T. Jennings, Andrew Keogh.

First vice-president: George B. Utley, Josephine A. Rathbone, Adam Strohm.

Second vice-president: Grace Rose, Annie C. Moore, Malcolm G. Wyer.

Treasurer: Edward D. Tweedwell, Louise B. Krause, Theodore W. Koch.

Executive Board: W. W. Bishop, Chalmers Hadley, Franklin F. Hopper, Dorsey W. Hyde, Jr., J. I. Wyer, Theresa Hitchler, Cornelia Marvin, June R. Donnelly, William R. Watson.

Council: Matthew Dudgeon, James T. Gerould, Edith Guerrier, Anne M. Mulheron, Charles J. Barr, Charles H. Brown, Earl W. Browning, C. H. Compton, Charles S. Greene, W. J. Hamilton, Alice I. Hazeltine, Herbert S. Hirshberg, Electra C. Doren, Clarence B. Lester, John A. Lowe, H. M. Lydenberg, Ethel F. McCollough, Anna A. MacDonald, Charles E. Rush, A. J. Small, C. Seymour Thompson, Caroline Webster, Harriet A. Wood, Jeannette M. Drake, George T. Clark, Harold L. Leupp, Ernest J. Reece, C. P. P. Vitz, Martha Wilson, Esther Johnston.

Washington Business Library Course

UNDER the auspices of the District of Columbia Y. W. C. A., Adelaide R. Hasse will give a course in business library work beginning February 15 and ending May 26. The class period will be from 7 to 9 on Mondays and Wednesdays and some outside practice will be required. The subjects are: Sources of Information, Reference Books, Business Literature, Care and recording of material in a business library, and proof reading.

The tuition fee for the course (60 hours instruction) is \$30.

In the annual Publications of the Historical Society of Southern California, recently issued, there is an eight-page article on the Henry E. Huntington Library by its librarian, George Watson Cole.

THE LIBRARY JOURNAL

TWICE-A-MONTH

FEBRUARY 15, 1922



THE executives of most libraries have to face a double embarrassment when confronted with decreased or inadequate appropriations. The demand of the public is for more books and the price of books has so increased with the cost of printing that fewer books can be bought with the same number of dollars. The only saving so far in the cost of books has been the considerable decrease in paper, as printers' wages have been increased, rather than decreased, because of the forty-four hour week. This would mean that saving in book costs would be almost solely in popular books of large editions, rather than in reference or other expensive books. In connection with a review of the past twenty years, it is found that the average cost per volume for the Brooklyn Public Library was 74 cents in 1901 and \$1.56 in 1921, but in the first year that Library was buying only for circulation, as the old Reference Library in Montague Street had not been incorporated with it. After the consolidation the figures increased and the dollar mark was passed in 1907-8. These figures confirm the general impression that the cost of books to libraries has nearly doubled. Further, it is more and more recognized that while it is necessary that a library should be fully equipped with books, the cost of service must substantially increase if the investment in books is to be used to best advantage. Library salaries have not kept pace with printers' wages and book costs, altho good service is more appreciated. Such facts as these should be brought by librarians and trustees to the attention of appropriation authorities thruout the country.

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IN connection with Mr. Lee's excellent paper on suggestions for conventions, printed earlier in the year, one point should be pressed home

in the arrangement for A. L. A. conferences, namely, the supply of sufficient rooms for the many group meetings. At Swampscott, eight association meetings were assigned five rooms, and, happily, fine weather permitted the excluded three to gather on the lawn. It may be added that the number of such meetings must be kept down if there is to be time as well as space for the conference itself and other larger meetings, and it may be necessary to resort ultimately to the plan of using alternate years for the A. L. A. conference and for the smaller meetings. The larger associations, such as the N. E. A. and now the A. L. A., face difficulties in finding hotel accommodations for the numbers that gather at their call, and, indeed, the problems presented to convention committees are many and difficult, alike in providing for increasing numbers and in keeping down the programs to practicable limits.

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THE estimate that the standard for library appropriations should be one dollar for each person in the community is likely to call forth some criticism and possibly misunderstanding. There was no suggestion or thought of a poll or head tax, a form of taxation which has been dropped from the statute book of most of the states, and any such impression should be corrected by any librarian who finds echo of it in the local press. The resolution as finally adopted carefully explained that this was a generalized standard, which, under special circumstances, would need modification in lessening that amount. On the whole, however, this round figure is as fair an estimate as could reasonably be made, and in a good many towns it is about a standard with exceptions to fit the particular case of the larger or smaller community.

LIBRARY ORGANIZATIONS

BIBLIOGRAPHICAL SOCIETY OF AMERICA

THE Society met on December 30th at the Hotel Sherman in Chicago in connection with the A. L. A. meetings. President W. W. Bishop was in the chair. He paid a gracious tribute to George W. Cole, the retiring president and read a letter of greeting from the latter from San Gabriel, California. He also read a letter from George S. Godard in which he enclosed his personal book plate and suggested that other members turn over to the custodian or secretary their book plates. Dr. Bishop said that another volume of *Papers and Proceedings* had reached the stage of page proof. As to the next meeting, he said it would probably be with the A. L. A. at Detroit with the possibility that it could be held at Ann Arbor in the new library building.

Professor F. I. Carpenter, trustee of the Newberry Library, read a paper on "Photographic Reproduction of Rare Books." Mr. Carpenter said that the increasing rarity of books wanted by libraries made it necessary to find some method of reproduction of these. Last June the Newberry Library sent out a list of proposed reproductions and Professor Carpenter's paper was largely based on the replies. He took up the question of processes and costs including the photostat, the Manul process and the collotype. He then discussed the question of co-operation and a central bureau. There seemed to be a general feeling that every library should not secure all the reproductions on account of the space and expense. There are two solutions for the problem; one is to have a central depository for negatives; the other to have a place of information about negatives. If there were a central depository it should be the Library of Congress which could then compile a list of its negatives for inquirers. Mr. Carpenter's final point was whether straight photographic reproductions were after all the solution of the rare book problem. His conclusion was that the collotype reproductions seem to be best if they can be afforded.

Discussion was animated and valuable. Mr. Bishop said that the photostat is an admirable copying machine but a poor publishing instrument. In the reproducing of the *Kentucky Gazette* and *Detroit Gazette* at Michigan, it was estimated that the making of seventeen copies reduced the cost only fifteen per cent over the making of one copy. Dr. Andrews described the Manul process which is not profitable unless about one hundred copies are wanted. The

negative is put on zinc. He referred to the cameragraph as having the advantage of printing on both sides of the sheet and reducing the cost but having the disadvantage of not being clearly defined. Mr. Hanson mentioned a reproduction made for the University of Chicago in which the securing of six copies cut the cost nearly in half. Dr. Richardson spoke of the need of copies of manuscripts for ready lending purposes. Mr. Bishop recalled the meeting to the question of a central depository. Mr. Gerould said, "We do not want to burden the Library of Congress unduly especially under present conditions. If cards could be printed for depository catalogs, enough larger libraries might subscribe for a series of such cards. Copy should be prepared by the library owning the reproduction so that the Library of Congress need only print the card." Mr. Gerould added his protest against the reproduction of a large number of copies of a rare book. One or two ought to be enough.

H. H. B. Meyer said he thought the plan to create a collection of negatives in a central depository was best and the Library of Congress would be the best place but at present the Library of Congress is unable to do its own work properly owing to lack of resources. He thought Mr. Gerould's suggestion for cards could very likely be carried out if copy were sent by the possessing libraries. He offered as a practical suggestion that the negatives remain with the owner, that copy be sent to the Library of Congress and that the cards be printed by it. Mr. Carpenter thought Mr. Meyer's suggestion excellent. He said he knew of a number of reproductions in private hands; he had one and Mr. Manley had several. Mr. Hanson said he knew from consultation with Mr. Hastings that the Library of Congress could print the cards if 50 subscriptions were secured. Mr. Meyer amended by saying the Library of Congress could print immediately if thirty-five subscriptions were secured. These cards would then be put in the union catalog. Mr. Bishop suggested an immediate call for subscriptions and fifteen were guaranteed. The Society therefore voted to underwrite the thirty-five subscriptions.

Mr. Windsor of Illinois read a summary of the paper by Professor W. A. Oldfather which will appear in the *Proceedings*. The paper was on the subject of Avianus and was offered in the hopes that additional material might be brought to the attention of Professor Oldfather who is preparing a study of Avianus.

Dr. Pierce Butler of the Newberry Library gave a paper on the John M. Wing foundation. This will also be published in full. He told of the terms of the bequest which was given to buy books to "illustrate and describe the origin and development of printing and allied subjects." There are but three great typographical collections in the world: at Leipzig, at St. Bride's, London and at the Typographical Library in Jersey City. The Wing collection will eventually surpass these because of its resources and of the fact that it is not dependent on a school or society. The Wing collection also draws on the previous collections of the Newberry library in this field especially the Probasco and Bonaparte collections. Among other subjects which are being taken care of are Incunabula of which the Newberry now has 410 specimens; Aldines in which the Wing collection gained by the De Vinne sale; Kelmscotts of which the collection has a complete set; books on the history of printing and the theory of letter design. Among other rarities are specimen of block books, an Apocalypse of 1455 and an Italian *Biblia Pauperum*. The collection has one Caxton and a fair number of modern presses. It is frequently visited by practical printers.

J. Christian Bay of the John Crerar Library gave a delightful talk on some book rarities of Chicago. Mr. Bay had the books he spoke of on a table before him and handled them appreciatively as he described them. He spoke of them from the beginnings in the 1830's, mentioned the early collections of poetry, the publications of the Chicago literary club, the Caxton club, the Dofobs and others. He spoke of some of the early printers like Fergus and some of the later ones and showed examples: the Blue Sky Press, the Village Press and the Road-side Press. Having narrowed the issues of various books down to 100 and then to 20 copies, he closed with the rarest he knew of, an edition of Kipling's "Brushwood Boy" in 1903, consisting of one copy on vellum. With great satisfaction he showed the second copy of this book, intimating only how he came to have it.

AUGUSTUS H. SHEARER, *Secretary*.

NORMAL SCHOOL LIBRARIANS

NORMAL school librarians held a two-session meeting at Chicago, December 30-31. The chairman, Arthur Cunningham, librarian of the Indiana State Normal School, Terre Haute, Indiana, opened the meeting by stating the aims of the meeting as: (1) to discuss whether school libraries should be developed directly by the school or by the public library; (2) to inform ourselves as to what was actually done with regard to the supervision and standardization of

school libraries in the various states.

O. S. Rice, Wisconsin Supervisor of School Libraries, spoke on "School Libraries and School Success." The problem of school libraries is to convince school authorities that the school library is necessary for school success. Retardation statistics in Strayer and Thorndike's "School Administration," show that the largest percentage of repeaters are in the upper grades. As children have increasing needs to depend upon themselves in school work, no corresponding provision has been made to teach them the use of reference books which would make them equal to the occasion. In the upper grades, where much reading is done, for example, the teacher leaves to the children the looking up of words, phrases and allusions occurring in each day's lesson. Children must learn to know where to go for explanations of words, phrases and allusions they do not understand. In a test involving the use of the dictionary, encyclopedia, *Readers' Guide*, and other common reference material, given to children in several different Wisconsin schools before reference lessons became part of the school course, no child received a passing grade (70) and there were many zeros. Observation shows that the question and answer method is used almost exclusively, due in great part to the lack of teaching children to use reference books. This brings out the important duties of the normal school library: (1) to train prospective teachers in the use of books and libraries; (2) to teach students how to teach children the use of the library, using the model school to demonstrate practical methods; (3) to demonstrate in the model school ways of having much good reading done so as to develop good reading tastes and habits; (4) to train teacher-librarians.

The plan of having in each high school a qualified teacher-librarian who, as part of her duties, gives lessons on the use of books and libraries, is of much importance to the school library cause; for the reason that those high school students who later become elementary school teachers, will know the value of such lessons and will be more likely to give them to the pupils in their charge.

PLANS FOR INDIANA

Della Northey, Indiana organizer of school and institution libraries, spoke on fitting library service to school needs.

California's law provides for a definite contract between schools and county libraries for service.

In Oregon, the State Library which supervises school libraries passes the responsibility over to the county library, the school library becom-

ing a branch of the county library, altho the books have the mark of ownership of the school district and separate records are kept.

The Committee on Work with Schools of the Indiana Library Association as the result of a survey of high school libraries in that state, found only nine school libraries with a full time librarian, no definite plan, and no credit given for instruction in the use of books and libraries. This Committee recommended that the Certain Report be approved by the Association and that a committee be appointed to work out definite recommendations to be presented to the State Department of Education. The recommendations made by this committee were: (1) that the minimum fund of one dollar per pupil be spent each year for the purchase of books and the necessary rebinding, the sum to be reduced to fifty cents per pupil where a public library exists, if so desired; (2) that the selection of books be made from the certified list and its supplements; (3) that the organization of school libraries be urged. This program, submitted to the State Department of Education has been cordially received. An educational survey of the state, preliminary to that to be made by the Rockefeller Foundation, is now in progress. The Commission has been invited to outline library standards for different types of schools.

PROGRESS IN PENNSYLVANIA

Adeline Zachert, director of School Libraries for the Department of Public Instruction of Pennsylvania, told of that state's program for school libraries, aiming at "An equal educational opportunity for every boy and girl in the commonwealth."

The appointment of a director of School Libraries under the Department of Public Instruction, is in line with modern ideals of school administration, which Dr. Finegan is working out.

The School Libraries Division has almost a year of activity behind it. The actual achievements in the improving of school library conditions include:

(1) A survey of library conditions in the State by personal visits of the Director to the thirteen State Normal Schools, many high schools, and other schools; (2) the preparing and issuing of carefully selected lists to serve as a guide in the upbuilding of school libraries for rural, graded, junior high, and senior high schools; (3) the outlining of minimum attainable standards for the administration of libraries in State Normal Schools and high schools of various sizes including the junior high school; (4) the establishment of teacher-librarian courses in two of the State Normal Schools; (5) a conference of librarians of the State Normal Schools for the

discussion of all the details of management of the libraries in these schools and particularly for the developing of policies leading toward the better instruction in the use of books for all pupils in the Normal Schools. Progress has been made along the following lines:

(a) The preparation of a manual giving detailed information on all the various phases of school library management, which will be available to principals and superintendents and will serve as a guide in book selection, their care and conservation, and particularly, their use.

(b) Outlines of graduated courses of instruction in the use of books and libraries, to be given to pupils from the elementary grades through high schools and normal schools.

In the annual reports which high schools submit to the State Department the following definite questions relating to the library are answered: Is a trained librarian in charge of your library? Seating capacity of your library? Number of volumes not text books? Number of volumes added last year? Number of periodicals taken? Total yearly appropriation? Is *Reader's Guide* used? Are books accessioned? Number of books missing at last inventory? Classification system? Dictionary catalog? Charging system? Total circulation last school year? Number of periods given to instruction in use of books? Compliance with proper standards in respect to library equipment is an important element in the classification of high schools.

Miss Zachert closed by stating her conclusion that the school library should be a *school* rather than a *public library* project. The school library should be considered the book laboratory of the school, it should be housed in the school, and should be under the control of the school administration on the same basis as the other school laboratories. Miss Zachert advocated co-operation between the school library and the public library in urging pupils to become members of the public library and to establish the habit of using the public library. The two types of libraries should maintain friendly relations and where the public library has a surplus supply of books it may supplement the school library with general reading matter.

ORGANIZATION IN MINNESOTA

Harriet A. Wood told of the work in Minnesota. Miss Wood feels strongly that school libraries should be a part of the public school system wherever possible. In Minnesota the library program has put the public library in the place of leader.

The State Director of the Library Division, while having charge of all library work, stresses the public library, while the Assistant Director stresses the school library. Such a plan is re-

commended for the local public library, the head librarian laying emphasis upon the work with adults and the assistant librarian upon work with young people.

Close co-operation with the other divisions of the Department of Education is carried on; such as: (1) membership of the Director of Libraries on the Committee for the Revision of State Aid; (2) the preparation of library standards for different types of schools; (3) the preparation of library courses of study; (4) the library training project in County Institutes carried on jointly by the Rural School and the Library Divisions.

The Institute program was one of the major activities during the last three months. At the request of the Rural School Inspector some instruction on the selection, care and use of books was given by Institute instructors with assistance from local librarians, based on a brief course given by the Supervisor of School Libraries. Some of the results were: (1) the importance of the rural school library is being recognized by teachers and trustees of 6000 rural schools; (2) instructors have been tireless in devising new methods of presenting these lessons and wish the course continued next year; (3) school supply companies have been stimulated to include library mending material and equipment in their catalogs; (4) courses of lessons now in preparation for the teacher training classes in high schools will be made more practical because of this experience and this course will be recommended to the rural department of teachers colleges; (5) reference work with the Department has much increased.

The specific duties of the Department are: (1) the development of a professional library for the use of the Departmental Staff and all teachers of the state; (2) the preparation of the State Aid Book Lists for elementary and high schools; (3) the assembling of a sample collection of the books on the State Aid List; (4) the distribution of State Aid under the terms of the law and the rules of the State Department.

Purposeful State Aid is the cornerstone of Minnesota's educational structure. The school development of the state under the stimulus of State Aid has outstripped the library development without State Aid. There are 150 public libraries in Minnesota (twelve counties having none) as contrasted with 243 high school libraries, 269 graded school libraries, 6181 aided rural school libraries.

The contract system between school and public library in which the State Aid money is turned over to the public library for certain specific returns in service, etc., has been worked out

with success in Pine Island, International Falls, and other places.

"A MEASURING STICK"

Willis H. Kerr, librarian of the Kansas State Normal School, Emporia, Kansas, then presented the "Measuring Stick for Normal School Libraries," a preliminary report on standards for Normal Schools. This report had already been approved by the Library Department of the N. E. A. Mr. Kerr said the report was based on two suppositions: namely, (1) that the training of teachers is supremely important; (2) that no institution is better than its library.

He reviewed the report item by item and the principal points made in the correspondence he had received in regard to the Measuring Stick. Many letters expressed commendation, gratitude for an attempt to formulate standards and remarked upon the usefulness of such a report in obtaining what was needed in a local situation. One criticism was that no provision was made for the small county or city normal school. Mr. Kerr also said that the number necessary for the staff, according to the report, was based on a library opened 60 or 70 hours a week.

In the discussion following the presentation of the report, the question came up as to whether a B. S. degree requirement could be added as an alternative to the B. A. and A. M., as many library schools granted only B. S. degree. Such an arrangement, Mr. Kerr said, could be made, that situation having not previously occurred to the committee.

SECOND SESSION

The second session was opened by a talk by Charles M. Curry, professor of Literature at the Indiana State Normal School, Terre Haute, Ind., on "Standards of Children's Literature." This paper is published in the current number of *Public Libraries*.

Winifred L. Davis of the Wisconsin Library School then told of how to obtain "Maximum Results with Minimum Instruction." Illustrating with an outline, which was distributed to those present, she told what she had found to be the minimum amount of material to be included in lessons on the use of the library to be given to children. Her experience with teachers had shown her, that such information was appreciated, for often the time allowed for such instruction is limited.

Her suggestion was to think of the library in terms of types of indexes, (card catalog index, periodical indexes, and the indexes to books themselves); and that the study of the mechanical side of reference books should be introduced by using books already familiar. The care of books and the rules of the library are not included in this formal instruction, such in-

struction being better given formally. Technical library terms, even the simplest, should be defined.

With a teacher who knows and can use the resources of the library, correlation between various subjects and instruction in the use of books and libraries can be advantageously worked out. Every normal student should have a course in the use of the library and bibliographic work.

Bertha Hatch, librarian-teacher, Cleveland School of Education, speaking on "The Normal School Library and Children's Reading," said that as librarian-teacher she taught the use of the library, story-telling, and juvenile literature in the Junior College of the School of Education, the graduates of which go into the public schools of Cleveland as teachers. Thus indirectly she reaches a large number of children. The children of the Observation Schools are reached directly, those in the building coming as classes in to the library once a week for books to read, and in groups thru the day for reference work.

The Library Hour, introduced two years ago, has been most successful in guiding and stimulating children's reading. Each week a pupil teacher or Miss Hatch herself in the Observation Schools holds a library hour for the children. Sometimes the teacher reads aloud or tells a story, sometimes the children do this, poems are generally read or recited, sometimes favorite books are discussed; again, puzzle games and riddles about books in the library, made up by the children, are the feature of the hour. This last not only fixes in the minds of the children the titles and authors of books but also stimulates the reading of certain books.

During the summer sessions Miss Hatch holds conferences with teachers on children's reading in which different types of books are discussed, such as books suitable to the different grades, chivalry stories, classics for children, pioneer stories, etc., one conference, on children's books grown-ups enjoy, being particularly successful.

Elva Rulon, librarian of the State Teachers College, Peru, Nebraska, then presented a "Summary of Reports from Twenty-nine Normal School Libraries Compiled from a Questionnaire on Magazines." The Report gave the agents used, percentage of the book fund used for magazines, amount of duplication for classrooms, factors determining binding of magazines, the part of the subscription list bound, bindery employed, and rules in regard to the circulation of the magazines.

For chairman for the current year was elected Margaret Dunbar, Library Science Department of the Kent (Ohio) State Normal School.

NEW YORK SPECIAL LIBRARIES ASSOCIATION

THE January meeting of the New York Special Libraries Association was arranged by the Medical Group, Sara L. Halliday of the Public Health Division of the Municipal Reference Library, chairman. The members met for dinner in Schrafft's Tea Room, 181 Broadway. Dr. Royal S. Copeland, New York's Commissioner of Health, and Dr. Thomas Darlington, physician, entertained us with humorous and enjoyable after-dinner speeches which carried in them much good advice and inspiration. Dr. Copeland pictured the great need for and usefulness of the special library, and Dr. Darlington gave us a desire to improve our physical condition thru personal hygiene so that we might give the service expected of us. If any came to the meeting with a grouch he left with a light heart and a smile.

The Association continues to increase its membership. Anyone interested may join; dues should be sent to Elsie Baechtold, Irving National Bank, Woolworth Building.

The separate group meetings are being held continually at times chosen by the chairmen. Knowledge of the resources of all the libraries within the group is one of the purposes of these smaller meetings, and the individual librarians realize their importance.

The next monthly meeting of the Association will be held on February 28th, at the Metropolitan Life Insurance Co.

R. B. RANKIN, *President*.

PENNSYLVANIA LIBRARY CLUB

THE Pennsylvania Library Club met on January 9 at the Philadelphia Commercial Museum, Asa Don Dickinson presiding. William P. Wilson, director, spoke on the work of the Commercial Museum, which was organized at the close of the Chicago exposition in 1894, and received immense collections from over forty governments and dependencies exhibiting at that exposition, and has since received tons of exhibits from each large exposition held in the United States and abroad. Many years before the Department of Commerce was organized by the national government, the Museum, realizing that the consuls might become important factors in the investigation of trade conditions abroad for the American manufacturer, sought and obtained permission from the State Department to conduct direct correspondence with the U. S. consuls and to mark out lines of investigation which they should pursue to procure information tending to increase our foreign commerce. The present activities of the museum were further explained by Curator Charles R.

Toothaker, who told in detail of the educational work maintained for the entertainment and instruction of the manufacturer and the general public. There are in the Museum, hundreds of exhibits illustrating the customs of the people, and the products of the countries of the world. A very extensive work in education for the benefit of the schools of Pennsylvania is carried on. Special series of illustrated lectures are given in the Museum to classes from the schools and colleges of Philadelphia and vicinity. The Museum lends free to public school teachers in all parts of Pennsylvania sets of colored slides, accompanied by lanterns, screens and typewritten lectures on geography, commerce and industry. Collections of specimens to aid teachers in geographic and commercial instruction are sent, free of cost, to all parts of Pennsylvania. These specimens are arranged to show the important raw materials and the stages thru which they pass in the process of manufacture.

Dudley Bartlett, chief of the Foreign Trade Bureau, explained the work of his bureau which is prepared to give information on such matters as tariff, shipping, packing, requirements and opportunities of foreign markets, trade mark and patent laws, consular regulations, methods of payment and granting of credits, and names of reliable business houses thruout the world.

John J. Macfarlane, librarian, told of the work of the Museum library, which is maintained for use of the officials of the Museum. It is not a public institution, but it lends books to libraries.

After the addresses the eighty-four visitors were shown moving pictures of some of Pennsylvania's leading industries.

NEW JERSEY SCHOOL LIBRARIANS' ASSOCIATION

THE N. J. School Librarians' Association, held its first meeting of the year in conjunction with the N. J. State High School conference at New Brunswick October 28-29 with Mabel F. McCarnes of Peddie Institute, Hightstown, presiding. Fifty-five were registered.

There was on exhibition a scrap book patterned after the New England scrap book containing plans and pictures of libraries and information about rules, regulations, etc. The Public Library Commission is the custodian. Those wishing to consult it, will send to the Commission for it.

Adeline B. Zachert, director of Pennsylvania school libraries, addressed the general conference on "Use of Books in High Schools."

On the morning of the 29th an address on the importance of a high school library from

an educator's standpoint was given by Thomas H. Briggs of Teachers' College, Columbia University, which was discussed by William E. Cate, Long Branch; Herbert W. Dutch, Montclair; Charles A. Philhower, Westfield, and Margaret Coult, Newark.

FLORENCE C. CATE, *Secretary*.

CHICAGO LIBRARY CLUB

OFFICERS of the Chicago Library Club for the current year are: President, Mary L. Watson, Newberry Library; vice-presidents, Frederick W. Schenck, University of Chicago Law Library, and Meta M. Loomis, University of Illinois College of Medicine; secretary, Margaret E. Ely of the Public Library; and treasurer, William Teal.

ILLINOIS LIBRARY CLUB

THE Seventh annual series of district meetings held under the direction of the Illinois Library Extension Division and the Illinois Library Association has been arranged. To date meetings have been held at Chicago, Freeport, Mendota and Bloomington; and the following are scheduled:

February—15, Galesburg; 16, Davenport, Ia. (joint meeting with Iowa, Indiana and Kentucky); 21, Jacksonville; 24, Hamilton.

March—2, Danville; 6, Charleston; 7, Olney; 8, Belleville; 15, Marion (joint meeting with Iowa, Indiana and Kentucky); and 17, Litchfield.

PUGET SOUND LIBRARY CLUB

THE Puget Sound Library Club met in Tacoma on December 30 to discuss children's work. The morning session was opened with an address of welcome by the Rt. Rev. Frederick W. Keator, president of the Board of Trustees of the Tacoma Public Library, who was instrumental in bringing the first trained children's librarian to the coast. A paper on children's work was given by the President, Annabel Porter, of the children's department of Tacoma, and discussed by Mabel Ashley of Everett, and by Lillian Sutherland and Lauretta Cole of Seattle.

At the afternoon session three teachers from the Tacoma public schools gave talks. That of Lottie H. King on the "Socialized Recitation," practically illustrated by a group of third grade children, was much enjoyed.

Helen Laurie spoke on "Silent Reading," Claudia Hill on the "Project Method."

Ellen Howe of the University of Washington Library was elected President for the next meeting.

IN THE LIBRARY WORLD

CONNECTICUT

Hartford. Connecticut has had but three state librarians since May, 1854, when the General Assembly provided for the appointment of a State Librarian to take charge of the miscellaneous collection of books which had been accumulating in the office of the Secretary of State. Dr. J. Hammond Trumbull served one year from that time, and Dr. Charles J. Hoadly from September, 1855, until his death in October, 1900, a month after which the present librarian, George S. Godard, was appointed.

From its rooms in the old State House, now the old City Hall, the library was moved to larger and more convenient quarters in the new capitol building in 1878, and from there, in November, 1910, to its present home in the State Library and Supreme Court Building. With the other libraries in Hartford the library forms a university system. It comprises, among other departments, the supreme court law library, the legislative reference department, the department of war records, the archives department, and the department of local history and genealogy. It serves as depository and examiner of public records, as custodian of the portraits of governors and of the building which is its home, as depository of Connecticut state, town, municipal and society official publications, as well as of the official publications of the United States and the several states of the union, and finally as library exchange agent for Connecticut state publications.

New Haven. At the time of the report of the Librarian of Yale University for the year ending June 30, 1921, the site of the Sterling Library had not been settled, and no definite plans for the new building made. There were 1,217,500 books in the several libraries of the University, including the 65,059 volumes in the Law Library.

The Far Eastern collection numbered on April first, 17,560 works in 14,536 volumes, consisting of 2,413 Chinese works in 5,702 volumes, 56 Korean works in 126 volumes, and 15,091 Japanese works in 8,708 volumes.

The Tornquist collection on Argentina, presented by Carlos Alfredo Tornquist of Buenos Aires, contains more than 500 volumes, appropriately bound, and accompanied by a catalog arranged by author and topic.

Linonian and Brothers loaned 21,274 and the Main Library 21,184 volumes for home use.

From receipts of \$144,604, expenditures for

the book account amounted to \$46,820 and salaries \$79,318.

Replying to several inquiries as to the increase or decrease of student use of the library and the character and quality of the reading done there, Mr. Keogh remarks, "Bearing in mind the Elizabethan Club and the young poets whose writings are appearing thru the Press and other Yale sources, I am inclined to believe not only that the reading at Yale is greater in amount than it used to be, but that if it has changed in character, the change is for the better."

NEW YORK

Brooklyn. Some of the outstanding events in the history of the Brooklyn Public Library for the past two decades are reviewed in the twentieth report of Librarian Frank P. Hill, which is also the twenty-fourth report of the library.

The Library was organized in 1897, and since that time has had only one President, David A. Boody. The other member of the Board who has served continuously is R. Ross Appleton. Besides the Chief Librarian there are on the staff today twenty-four employees who were with the library in 1901 or came to it in that year. The Library was a department of the city and under municipal civil service for the first six years of its history. It became an independent corporation under an act of the legislature upon consolidation with the old Brooklyn Library in 1903; and the Board of Trustees, under an agreement with the city, undertook to administer the Free Public Libraries, heretofore administered by the Board of Directors as a department of the city.

With the consolidation which was effected on June 12, 1903, when the contract was signed by the city and the board of trustees of the Brooklyn Library, the old Brooklyn Library transferred to the new board of trustees real estate, books and endowments amounting to nearly one million dollars, and the new board of twenty-two members received their appointments, half by the mayor of New York City and half by the representatives of the old Brooklyn Library.

In 1901 the city appropriation was \$99,900; in 1921, \$709,679, an increase of 610 per cent. The income from other sources in that year was \$5,093; in 1921, \$87,909.

There were sixteen branches in 1901, but in 1921 thirty-one branches, three stations, and nine deposit stations. The situation in regard to

a central building has not materially altered, as the library had none in 1901 and had no more than four walls and a temporary roof of one twenty years later. One of the features of the report is a chronological table of steps taken since 1889 to secure the central library building. Brooklyn still remains the only city of any important size in the United States lacking a central building, altho \$813,987 has been appropriated by the city for this purpose. In 1901 the staff numbered 105 persons, and 401 in 1921. The library then had 144,954 volumes and circulated 944,126. In 1921 it had 956,051 volumes and circulated 6,072,707, an increase in per capita circulation from .809 to 3.008.

For books \$22,321 was spent in 1901 at an average cost per volume of \$.74, but approximately \$123,386, at an average cost of \$1.56, in 1921.

On March 12, 1901, Andrew Carnegie offered to the city of New York \$5,200,000 for the erection of sixty-five branch library buildings, of which \$1,600,000 was Brooklyn's share. Twenty branches were built and by careful management enough remained for a twenty-first, a site for which was purchased by the city in 1921 at the corner of Irving Avenue and Woodbine Street. It will be known as the Irving Branch in the Ridgewood district, taking the place of the present Ridgewood branch.

The first completed branch building was the Pacific, which opened its doors on October 8, 1904; and the twentieth the Red Hook, opened April 22, 1915. Last November the Schermerhorn branch was closed and its collections moved to the flourishing Coney Island station, which became a branch.

IOWA

The recently published report of the Iowa Library Commission covers the period from July 1, 1918, to June 30, 1920. During the twenty years of the Commission's existence, the number of tax-supported libraries has increased in the state from forty-eight to one hundred and forty. Four of these, Adel, Primghar, and Toledo were added during the last biennium. In addition to free tax-supported libraries, there exist in the state about fifty subscription or association libraries, supported by membership dues, donations, entertainments "and other such precarious means of support."

Iowa has a workable county library law, but as yet no county libraries. A beginning has been made in the way of township extension, and about thirty libraries are now loaning books to from one to six townships, outside of their municipal limits, Clarinda and Onawa having the largest of these townships systems, and maintaining several branches each.

In 1900 there was but one Carnegie and five other library buildings in Iowa. In 1920 there were ninety-nine public and seven college libraries, occupying Carnegie buildings, aggregating \$1,109,000 in library gifts to Iowa. Twenty libraries have buildings erected by other donors or by tax. New buildings erected by Carnegie gifts at Corydon, Hamburg, and Montezuma, were opened during the biennium.

The present staff of the Commission consists of the Secretary and Director of Library Extension, Julia A. Robinson, a library organizer and library cataloger, and two assistants in the Traveling Library department. With the resignation of Grace Shellenberger in May, 1919, the position of supervising librarian of the State Institutions was allowed to lapse, altho Iowa was a pioneer in institutional library work.

The Commission's appropriation is \$15,000, or less than Cedar Rapids, Davenport, Des Moines, Sioux City and Waterloo each receives in its individual community. The Traveling Library added 10,074 books, making a total of 44,039 books in its collection, and circulated 92,711 volumes during the two years. There are 733 traveling library stations.

The population of Iowa in 1915 was 2,358,066, of whom 857,111 are served by the 1,196,508 books in public libraries and 1,500,955 by the collection in the Traveling Library.

OKLAHOMA

Norman. A \$20,000 appropriation by the last legislature for the establishment of a State Industrial Library at the University of Oklahoma, has been invested in reference books and the new library will be opened for use during the current month.

NEBRASKA

Omaha. An expenditure of \$85,746 (of which \$75,000 was appropriated by the city) enabled the Omaha Public Library to circulate in 1921 565,299 books among a population of 191,601. This circulation represents an increase of 38,079 over that for 1920, and gives 2.95 books per capita. Borrowers numbered 47,620, of which 33,000 are regularly registered borrowers. The expenditure per capita was 45 cents.

CALIFORNIA

Berkeley. The circulation of books from the Berkeley Public Library for home use in the year ending June 30, 1921, was 449,700, an increase of eleven per cent over that for the previous year. There were 25,804 borrowers from a population of 60,000, marking an increase of twenty per cent. The library system has 83,516 volumes in its twenty-eight agencies for circulation, and employs a full-time staff

of twenty-two. Staff salaries were increased for all positions, the average increase per assistant amounting to over \$300. The year's expenditures amounted to \$53,231.

CZECHOSLOVAKIA

The library law of 1919 is to be amended so as to provide for a minimum rate of one Czech crown instead of half a crown. It is proposed to abolish the maximum rate. This will permit of levying larger taxes in small communities where the book fund has been particularly low. The next step planned is the creation of county libraries which will have the supervision of the traveling libraries at present providing literature in the country places.

Prague. The Czechoslovak State School for Librarianship ended its first year in June. Of the hundred students who matriculated the previous October, thirty-eight passed the examination, the remainder having left school to take up positions or intending to take the examination in the winter term.

Twenty-one candidates passed with merit, fifteen with first class certificates and two with second. Twenty-four approved were probated for service in free public libraries and fourteen for the state and university libraries.

Five scholarships of 1000 Czech crowns each, were provided for students showing capacity for library research work.

The new school year, 1921-1922, opened on October 1st with 28 students.

In its early days, the school's quarters were inadequate and presented some difficulties. Now there will be one large room available in the Kinsky palace, wherein is housed a great library which contains a large number of rare books, manuscripts and prints.—L. J. Z.

FRANCE

Paris. The Annual Report of the American Library in Paris prepared by Alida M. Stephens, acting librarian, shows an increase in its endowment from 177,000 francs to 580,000 francs, 300,000 of which is represented by the recent gift of the American Library Association, and an increase in its supporting membership from 185 to 270.

The book collections were increased by 3744 volumes, about half of which were gifts. The collections now number 19,572 volumes.

The number of borrowers is now 3697 of whom 260 are students. Of those students 119 are French. Of 1385 new cards 602 were American, 425 British and 280 French.

The book circulation for the year was 117,439 volumes. Of these 3268 were juvenile.

AUSTRALIA

Auckland. The stock of the libraries, including the Leys Institute, of the Auckland Public Library was estimated on May 3, 1921, to be 105,486 volumes, of which 57,762 volumes are contained in the reference departments, and 47,724 in the lending and children's departments, including schools. All libraries participated in the increased circulation. The lending departments issued 355,948 volumes as compared with 285,293 the previous year.

The receipts of the central library and the five branches from subscriptions and reading fees amounted to £2,010. The number of visitors to the Art Gallery and Old Colonists' Museum, departments of the library, was 148,579 as compared with the previous year's 137,922.

C. F. Goldie, noted painter of Maori subjects, deposited a loan collection of pictures in the gallery during the year.

LIBRARY OPPORTUNITIES

POSITIONS WANTED

College graduate with one year library training and three years city public library experience wants position as assistant in college, special or public library. E. D. 4.

Position wanted by library school graduate, experienced in public and special library work, specialist in economics, business management, finance and insurance, expert cataloger, reference worker, indexer, systematizer. Salary, \$2000. East or New York preferred. L. V. 4.

Lady, Virginian, educated in Europe, wants position in special library in New York City. Has had ten years' experience in editorial and research work, one year in a special library,

also some experience in organizing indexes. Has thoro knowledge of nine languages and is familiar with medical, economic and art literature. A. W. 4.

Good linguist, experienced in abstracting and digesting, would like to hear of interesting temporary editorial or library position. E. T. 4.

Young man, 23, college and normal school graduate, with a year and two summer school terms as librarian in an Oklahoma Teachers college, wants position in some University of the Missouri valley, or of West, where he can work on his master's degree. Address 225 College Avenue, Alva, Okla.

“Find It in Books”

THIS is the slogan that will be given wide publicity during the month of March by publishers and booksellers to stimulate interest in “useful” books.

It is a phrase that should have a strong appeal for librarians who have always featured the “usefulness” of their institutions. The librarians have been the first to note the growing demand for books for study and for reference. An examination of reports from widely varying localities points to the awakening of interest in technical subjects as the explanation for much of the increased circulation of books in the libraries. As one such report stated: “The striking demand is for books on trade, business, technology and all informational subjects rather than for literature, and it comes from the men who do the work.”

Today when enforced economy makes generous buying impossible, it becomes even more imperative to select books of sound merit. On the other hand, an intelligent, definite purpose to serve the educational and business needs of the community is likely to inspire practical support to keep the shelves full of “useful” books.

The “Find It in Books” campaign will undoubtedly result in a still larger number of inquiries of all kinds, which may be turned to account by the librarian. It is a campaign that has distinct advertising value for the smaller libraries, in particular, where close co-operation with the public is most helpful.

Publishers of technical and reference books use the Library Journal for their announcements because they believe the librarians, above all others, realize the importance of such works. It may well prove worth while to examine their announcements in the light of present-day economic tendencies, with the view also of directing a little of the “Find It in Books” spotlight upon the activities of the library.

The Publishers

AMONG LIBRARIANS

The following abbreviations are used:

- A. Library School of the Carnegie Library of Atlanta.
- C. California State Library School.
- C.P. Carnegie Library School of Pittsburgh.
- D. Drexel Library School.
- I. University of Illinois Library School.
- L.A. Library School of the Los Angeles Public Library.
- N.Y.P.L. Library School of the New York Public Library.
- N.Y.S. New York State Library School.
- P. Pratt Institute School of Library Science.
- R. Riverside Library School.
- S. Simmons College School of Library Science.
- S.L. St. Louis Library School.
- Syr. Syracuse University Library School.
- U.C. University of California Course in Library Science.
- Wis. Wisconsin University Library School.
- W.R. Western Reserve Library School.
- Wash. University of Washington Library School.

ANDREWS, Clement W., is the subject of the biographical sketch and frontispiece of the current number (Sept.-Dec. 1921) of the *Bulletin of Bibliography*.

BJERREGAARD, Carl H. A., chief of the reading room of the New York Public Library, died January 28th in his seventy-seventh year, and in the forty-second year of his service with the Library. Mr. Bjerregaard was a graduate of the University of Copenhagen and of the Military Academy of Denmark, and served five years in the Danish army and for a short period with the Danish Legation at St. Petersburg, before coming to this country in 1873. He was an authority on mysticism and various oriental beliefs and was the author of "Mysticism and Nature Worship," "Sufi Interpretation of Omar Khayyam and Fitzgerald," "The Great Mother," and "The Inner Life and the Tao-teh-king."

CARLTON, William N. C., was appointed librarian of Williams College, Williamstown, Mass., on February 3. Dr. Carlton began his library work at the Holyoke (Mass.) Public Library in 1887. In 1892 he became assistant librarian of the Watkinson Library, Hartford, Conn., and in 1899 librarian of Trinity College, a post which he left to become librarian of the Newberry Library, Chicago, in 1909. Early in 1920 he resigned this charge to join the house of George D. Smith in New York, and shortly after Mr. Smith's sudden death accepted for one year the directorship of the American Library in Paris, Inc. On his return last summer he was invited by the City of Hamilton (Ont.)

to reorganize its library system; a work which he completed last month.

EWING, Constance R. S., 1919 P., is in charge of the three months' class for junior attendants, recently started in the Public Library, Portland, Oregon.

FISHER, Mignon, 1918 N. Y. S., appointed head of the technical department of the Library Association of Portland, February 1st.

GROVER, Mabel Chase, 1914 R., appointed librarian at the Santa Cruz (Calif.) High School, succeeding Elizabeth Patton, 1918 R., who has been appointed to one of the junior high schools at Berkeley (Calif.).

Peters, Aimee M. 1913 Syr., has resigned her position of cataloger of the Air Service, Washington, D. C., and has been appointed cataloger of the Public Library, Tulsa, Okla.

SCHWENKE, Paul, librarian of the Prussian National Library and editor of the *Zentralblatt für Bibliothekswesen* died suddenly on December 19, in his sixty-ninth year.

SHATTUCK, Ruth, 1910 S., appointed librarian of the Danbury (Conn.) State Normal School.

WILBUR, Amey C., director of circulation of the Providence Public Library, has resigned to be married.

Pope Pius XI (Cardinal Achille Ratti) "is one of the most scientific librarians in Italy" says the *New York Times*. He has belonged to the profession for thirty of his sixty-four years. In 1888 he became a member of the college of doctors of the Ambrosiana Library in Milan, and in 1907 succeeded Mgr. Coriani as prefect of that library, a post which he held until 1914. Meanwhile he had become vice-prefect of the Vatican Library in 1910 and prefect in 1914, so that he was for some time connected with both great libraries. He gave up his charge of the Vatican Library only on his appointment as Papal Nuncio to Poland in 1918.

In a recent note on the death of Mrs. Salome Cutler Fairchild we said that she gave up library work soon after her marriage. As a matter of fact she continued in the vice-directorship of the New York State Library School for several years, resigning only after a nervous breakdown in 1905, and it was after this that she did much notable work on book-selection.

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CURRENT LIBRARY LITERATURE

Burton Historical Collection Leaflet is to be published monthly by the Detroit Public Library. Volume 1, No. 1, January 1922, is devoted to biographical notes on Henry R. Schoolcraft, geologist.

Horace Gray writes on "Hospital Libraries for Interns," in *The Modern Hospital* for January. The article contains a list of books recommended for the use of interns in hospitals, and illustrations show the libraries in the Boston City Hospital, and in the Massachusetts General Hospital and the Harvard Medical School.

The Library of the United States Bureau of Education has made preliminary plans for a new edition of Bulletin 1915, No. 25, Statistics of Public, Society, and School Libraries, with the advice and co-operation of the Committee on Federal and State Relations of the A. L. A.

Maryland Library Notes, published by the Maryland Public Library Commission (Mrs. M. A. Newell, Secretary and Treasurer, Marion F. Batchelder, Field Secretary) is intended to be issued as a quarterly if the Commission finds that it is helpful to the library workers of the state.

"The Use of the Library" by Frank M. Bumpstead, Superintendent of Circulation of the University of California Library, is prepared for the use of the Department of English, the object being "to enable the students to use the resources of the library intelligently. . . . The examples cited apply to the University of California Library but the general principles apply to all scholarly libraries." (Berkeley, The University, 15 cents.)

"Seven Centuries Illustrated in the Congregational Library" (Boston) is a little book edited by Librarian William H. Cobb, designed "not to bring anything new before librarians and other specialists, but to interest men of ordinary attainments" in the history of printing. (25 c.)

The first number of the Standard Catalog Bimonthly (H. W. Wilson Co., New York, \$1.00 a year) lists 175 titles published in 1921. Each succeeding issue is to contain about fifty titles and an annual cumulated number will be published next July covering the full year 1921 as well as the first half of 1922. Thereafter the publication of the annual cumulation in

June will coincide with that of the *Cumulative Book Index*. "For each book is given a descriptive note written with the small library in view and a digest of all important reviews available at the time of compilation; also the subjects under which it should be cataloged, the D.C. classification number and the L.C. card number." The second number (January) lists a great number of children's books, due to the fact that the Christmas Season brings an unusual number of good juveniles.

The subject headings used in the Bimonthly will be those of the "List of Subject Headings for Small Libraries," which is in preparation. It is compiled by Marion E. Potter and Corinne Bacon from representative lists of headings used in thirteen of the smaller public libraries, collected by Estella and Ida Wolf of the University of Indiana Library. The original list, together with subjects will shortly be put into type and "sent to a number of people whose experience qualifies them to criticize such a list from the standpoint of the small library."

"Dawson-Hunting: European War Bibliographies" published by the F. W. Faxon Company of Boston, as No. 25 in the Useful Reference Series (\$1.75 net), consists of two parts.

Part I is a bibliography of European War Fiction in English, compiled by Loleta I. Dawson of the Detroit Public Library. "The term European War Fiction in English has been interpreted to include translations of fiction into English, and both novels and bound collections of short stories when more than half the stories in a volume have war subjects. The grouping is made according to the country which forms the predominant background of each story and the subdivisions are determined by the chief war interest discussed. Annotations are from the point of view of the war content and not from that of literary merit."

The second list, Personal Narratives of the European War, is a bibliography by Marion D. Hunting. The purpose has been to list not the personal experiences "written by every type of person . . . but narratives of those who knew the best way of telling things they saw The material listed is to be found in the Syracuse University Library and the Syracuse Public Library All the personal narratives of the war in both libraries have been carefully examined and only those that have been found to be really worth while have been noted."

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RECENT BIBLIOGRAPHIES

P. A. I. S. indicates Public Affairs Information Service, 11 West Fortieth St., New York.

FOR SPECIAL CLASSES

CHILDREN

Tobey, Marian E., *comp.* A guide for grown-ups to books of prose and poetry for wee little folks and big little folks. Ithaca, N. Y.: Ithaca Public Schools, English Dept. 16 p. O. pap. (Our point of view; v. 4, no. 6, Dec., 1921).

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AGATE INDUSTRY

U. S. Library of Congress. List of references on the agate industry. 6 typew. p. June 21, 1921. 70c. (P. A. I. S.).

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ALASKA

U. S. Superintendent of Documents. Alaska; list of publications for sale by Supt. of Documents. 24 p. Nov. 1921. (*Price List* 60, 6th ed.).

AMERICA—DISCOVERY AND EXPLORATION

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Parker, George H. Activities of colonial animals. Cambridge: Author. 2 p. bibl. (Contrib. Zoological Lab., Museum of Comparative Zoology at Harvard College, no. 323, 325).

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ART—PSYCHOLOGY

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BRIDGES, ROBERT

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CHILD LABOR

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See also EDUCATION

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CHURCHES

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CITY LIFE

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Leonard, Sterling A., *ed.* The Atlantic book of modern plays. Atlantic Monthly Press. 27 p. bibl. D. \$2 n.

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U. S. Bureau of Education. Books on the education of early childhood. 15 p. Dec. 1921. (Kindergarten circ. no. 7).

See also INDUSTRIAL EDUCATION; PSYCHOANALYSIS; VOCATIONAL EDUCATION

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FARM MANAGEMENT

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FINANCE

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See also TRUSTS

FINANCE—ITALY

Einaudi, Luigi. Il problema della finanza post-bellica; lezioni tenute all' Università commerciale Luigi Bocconi. Milano: Fratelli Treves. 4 p. bibl. 1920. (Biblioteca di scienze economiche, I).

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Gross, Louis. The blood supply of the heart in its anatomical and clinical aspects. P. B. Hoeber. 11 p. bibl. O. \$5 n.

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U. S. Library of Congress. Brief list of references on the three-shift system in continuous industries. 3 typew. p. June 2, 1921. 40 c. (P. A. I. S.).

HYDROGEN

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IMMIGRANTS. See INDUSTRIAL EDUCATION

IMMIGRATION

U. S. Superintendent of Documents. Immigration: naturalization, citizenship, Chinese, Japanese, negroes, enlistment of aliens; list of publications for sale by Supt. of Documents. 14 p. Nov. 1921. (Price List 67, 5th ed.).

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INDUSTRIAL PROBLEMS. See CHURCH AND INDUSTRIAL PROBLEMS

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LAND SETTLEMENT

U. S. Library of Congress. List of references on state aid to farm and home ownership. 5 mim. p. Nov. 8, 1921.



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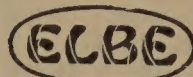
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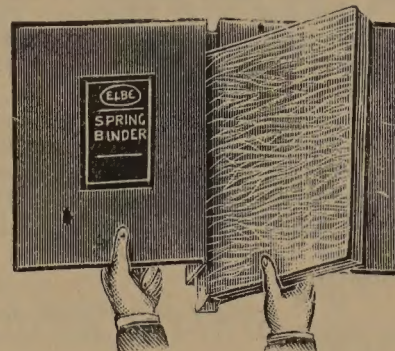
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